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ABSTRACT

This report describes the activities and findings of the Office of Indian Education Programs (OIEP) during fiscal year 1994 with regard to its monitoring and evaluation of academic and residential school programs funded by the Bureau of Indian Affairs. The Bureau's overall goals for its monitoring and evaluation program are to ensure compliance with applicable academic and residential standards and to improve overall school effectiveness. In September 1993, the Bureau distributed standardized FY 1994 Academic Standards Compliance Report and Residential Standards Compliance Report forms to the 184 Bureau-funded schools (172 academic and 70 residential). Thirty-eight percent of the schools met all academic standards. Forty-three percent of the dormitory programs met all residential standards. The three academic standards most often not met were library/media program (42 percent), administrative requirements (27 percent), and counseling services (26 percent). The three residential standards most often not met were general provisions (24 percent), space and privacy (24 percent), and homeliving (21 percent). The document contains tables by school of the academic standards met, additional academic funding needed, residential standards met, and residential funding needed. It also contains the following exhibits: (1) fiscal year 1994 OIEP monitoring and evaluation schedule; (2) fiscal year 1994 monitoring teams; and (3) synopses of on-site findings by school. (KS)

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ACADEMIC/RESIDENTIAL STANDARDS COMPLIANCE REPORT - FY 1994
BUREAU FUNDED ACADEMIC AND RESIDENTIAL SCHOOL PROGRAMS
SCHOOL YEAR 1993-94

Bureau of Indian Affairs
March, 1994

RC019863

Academic/Residential Standards Compliance Report - FY 1994
Bureau Funded Academic and Residential School Programs

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1994 STANDARDS COMPLIANCE REPORT SUMMARY

Sixty percent of Bureau funded schools are regionally accredited through a regional organization such as the North Central Association of Colleges and Schools. Eighty percent of the schools are state accredited. Forty-five percent of the schools have both state and regional accreditation. Only seven percent are neither state nor regionally accredited and follow only Bureau of Indian Affairs academic standards. Schools reported compliance according to the academic standards they chose to follow (state, regional, or BIA). Dormitories reported adherence to BIA residential standards.

One hundred percent of Bureau-funded schools submitted standards compliance reports in FY 94. One hundred seventy two academic compliance reports were submitted and 70 residential reports.

Thirty-eight percent of the schools met all of the academic standards. Forty-three percent of the dormitory programs met all of the residential standards.

STANDARDS NOT MET

The three academic standards most often not met in FY 1994 were Library/Media Program (42% of schools), Administrative Requirements (27% of schools), and Counseling Services (26% of schools). These were the same three most often not met standards in FY 1991, 1992 and 1993.

The Library/Media Program standard was most often not met because schools do not have the number of books required per student and/or they do not have library staff. The Administrative Requirements standard was most often not met because schools have classes which have too many students in them and do not meet required student/teacher ratios and/or schools do not have certified substitute teachers available to them. The Counseling Services standard was most often not met because schools do not have the required number of certified counselors.

In addition, for standards which did not apply to all schools, the Junior High Instructional Program (22%) was often not met, as in FY 1991, 1992 and 1993. This standard was most often not met because schools do not adequately provide instruction in fine arts, language other than English, computer literacy, and vocational education at the Junior High level.

The three residential standards most often not met were General Provisions (24% of the residential programs), Space and Privacy (24% of the residential programs), and Homeliving (21% of the residential programs). In addition, for standards which were not applicable to all programs, 33% of the Elementary Dormitory Programs reporting were not in compliance with the standard governing elementary dorms. These standards were not met because of lack of staff necessary to meet required staff/student ratios and lack of required space footage.

I. Background

The purpose of this report is to describe the activities and findings of the Office of Indian Education Programs (OIEP) during FY 1994 in regard to its monitoring and evaluating of Bureau funded academic and residential school programs. The Bureau focused its monitoring/evaluation efforts on two primary purposes. The first purpose of the monitoring/evaluation program was to validate the information reported by Bureau funded schools on the FY 1994 Academic Standards Compliance Report (ASCR) and the FY 1994 Residential Standards Compliance Report (RSCR). The second goal of the monitoring/evaluation program was to assess the effectiveness of school programs as holistic systems and based on Effective Schools Research.

The Bureau's monitoring/evaluation process was piloted in April and May of the 1989-90 school year. During FY 1991, 44 school programs were monitored; in FY 1992, 47 school programs were monitored, and in FY 1993, 45 school programs were monitored. In FY 1994, 48 school monitorings will be completed; 23 of them completed by January, 1994. One hundred percent of all BIA funded school programs will have been monitored by the end of FY 1994.

The Bureau's overall goals for its monitoring/evaluation program are to ensure compliance with applicable academic and residential standards and to improve overall school effectiveness. It seeks to achieve these overall goals by providing the services of on-site monitoring/evaluation teams of education professionals to all Bureau funded schools over a four-year period.

The monitoring process provides a comprehensive review at each of the schools and is a coordinated effort by the various programs which impact a school including regular program, Chapter 1, and Special Education. The process includes having each school complete an action/school improvement plan based upon the findings of the monitoring/evaluation team. The action plan includes timeliness and lists personnel responsible for implementing change. These action plans provide the basis for tracking improvement efforts and are extremely useful to schools, school boards, line offices, and OIEP Central office staff.

The process identifies strengths and weaknesses of the total school programs and, therefore, provides information necessary for improving school programs both individually and as a part of the Bureau system. It provides information such as whether or not the schools have written curricula, what kind of parent involvement they have, what kind of staff development is needed, what academic standards are not met, etc.

BIA MONITORING/EVALUATION MODEL

1. Review of school programs in regard to:
   a. Applicable standards compliance and budgetary requirements to meet deficiencies
   b. Outcomes such as achievement scores, attendance rates, etc.
   c. Findings of other school studies, reviews
   d. Progress made on implementation of school improvement plans
   e. Quality indicators from Effective Schools Research
   f. Findings of Chapter 1, Special Education, ISEP and Facilities monitoring

2. School evaluation teams consist of professional educators from universities, state departments of education, education resource centers, Tribes, the Bureau education system and independent education consultants.

3. School evaluations are scheduled for at least three days on-site.

4. Monitoring/evaluation reports consist of findings and recommendations and include strengths and weaknesses of the schools' programs.

5. Monitoring teams explain findings to schools and school boards in exit reports and give the schools written reports of the findings.

6. Schools revise their school improvement plans or write action/school improvement plans based upon findings of the monitoring/evaluations.

7. Follow-up reviews are conducted to determine progress made on improvement plans.

II. Method of Data Collection

A. Selection of Schools Scheduling and On-Site Visitations

Schools selected to be monitored/evaluated in FY 1994 were those remaining to monitored as this was the fourth year in the four year monitoring cycle. Scheduling of the visitations coincided, as much as possible, with site visits made by Chapter 1 and ISEP.

After scheduling a school for a review, OIEP staff assembled the on-site monitoring team. Chapter 1, Special Education, ISEP, facilities/safety management team members monitored as they regularly do. The advantage of having them all on-site at one time has been the opportunity for dialog regarding findings, for group problem-solving, and for providing a comprehensive review of the school program. Other members of the team were assigned to various other portions of the review.

A team leader was assigned to coordinate the on-site review. Other portions of a school review included:

1. Validation of standards compliance and necessary budgetary requirements to meet deficiencies as reported on the ASCR and RSCR forms.

2. Study of outcomes, including test scores, attendance and drop-out rates and findings of previous evaluations/reviews.

3. Evaluation of the school program in regard to the findings of Effective Schools Research. Effective Schools research has identified aspects which determine school effectiveness.

B. Receipt and Scoring of ASCR and RSCR Forms

In September, 1993, the Bureau distributed standardized FY 1994 Academic Standards Compliance Report (ASCR) and Residential Standards Compliance Report (RSCR) forms to the 184 Bureau funded schools. The purpose of the ASCR and RSCR forms was to provide schools with a mechanism for them to report compliance or non-compliance with applicable academic and residential standards. Sixty percent of Bureau funded schools are regionally accredited through a regional organization such as the North Central Association of Colleges and Schools. Eighty percent of the schools are state accredited. Forty-five percent of the schools have both state and regional accreditation. Only seven percent are neither state nor regionally accredited and follow only Bureau of Indian Affairs academic standards. Schools reported according to the academic standards they chose to follow. Dormitories reported adherence to BIA residential standards.

The school compliance reports were received in the OIEP, Central Office, Branch of Monitoring and Evaluation, during the months of December. January and February of the 1993-94 school year. A computerized data base was created from the results of the standardized school reports.

Each school was requested to indicate compliance or non-compliance with a total of 17 academic and 5 residential categories of standards found in the 25 CFR 36. Schools reported compliance or non-compliance with Bureau, state or regional standards in each of the category areas. The category areas are as follows:

Standard	Title
	Academic Categories
I	Philosophy, Goals and Handbooks
II	Administrative Requirements - teacher/student ratios, substitutes, enrollment/attendance policy
III	Needs Assessments/Improvement Plans
IV	Curriculum Development Process
V	Minimum Academic Program/calendar/day/multicultural requirement
VI	Kindergarten Instructional Program
VII	Elementary Instructional Program
VIII	Junior High Instructional Program
IX	Secondary Instructional Program
X	Grading Requirements/Reporting
XI	Student Promotion Requirements
XII	Graduation Requirements for HS Diploma
XIII	Library/Media Program
XIV	Textbooks/Selection/Inventory
XV	Counseling Services/Testing
XVI	Student Activities
XVII	School Evaluation Requirements
	Residential Categories
I	General Provisions: Supervision/IRG/counseling & special education programs/policy manuals/student activities
II	Elementary Level Dorms Requirements
III	Secondary Level Dorms Requirements
IV	Homeliving (Dormitory Operations): dorm manager/staff-student ratios/group inst. sessions/cleaning/student accountability/health & safety/study & leisure
V	Space and Privacy

Each of the academic or residential standard categories has several subparts or conditions which must be met before the total category is reported as being met. For example, in order to be in full compliance with Residential Standard Category I - General Provisions, a total of 13 conditions must be fully met.

C. Number of Schools Reporting

The Bureau funded a total of 184 schools/dormitories with academic and/or residential programs during FY 1994 (school year 1993-94).

Type	Number
Day	114
Boarding	56
Peripheral Dormitories	12
Per. Dorms w/academic progs.	2
Total	184

OIEP received a total of 172 FY 1994 Academic Standards Compliance Reports (ASCR) from the day and boarding schools for their respective academic programs and a total of 70 FY 1994 Residential Standards compliance Reports (RSCR) from the 70 boarding schools/peripheral dormitories for their respective residential programs. One-hundred percent of the schools reported the status of their standards compliance.

D. Validation of School ASCR and RSCR Form Data

In addition to identifying basic school data and strengths/weaknesses of the school program, on-site monitoring/evaluation teams compared and validated the school's ASCR and RSCR form data with the actual conditions at the school during the time of the on-site visitation.

Exhibit I to this report shows the schedule of schools to be visited by the on-site evaluation teams in 1994. In Exhibit II are the visitation dates and the team members of those schools visited through January 31, 1994. Exhibit III to this report includes brief synopses of the findings of the evaluation teams for the 23 schools visited through January 31 for FY 1994. Each synopsis contains only the major findings of the evaluation team.

In completing the ASCR and RSCR forms, each school was requested to indicate a cost or additional level of funding needed in order to fully meet a standard category. For example, if a school did not meet Standard category XIII, Library/Media Program, the school was requested to identify a level of funding/cost needed above and beyond the current level of ISEP funding to fully meet that standard category. Agency and area line officers verified schools' reported amounts before the reports were submitted.

In creating the data base, an effort was made to report exactly what the school reported on the ASCR and RSCR forms except when a monitoring visit found otherwise or information was inappropriately placed on the forms. Monitoring visits were made from November to January to validate the standards compliance forms for FY 1994 for this

report. OIEP Monitoring and Evaluation staff further validated information by calling schools when items reported were questionable.

E. Limitations of School ASCR and RSCR Form Data

Findings of this report are based on the results of the on-site evaluation visits, the scoring of the 172 completed ASCR forms, the scoring of the 70 completed RSCR forms, and the creation of the computerized data base. The following technical conditions must be taken into account in interpreting the ASCR and RSCR form data for FY 1994:

1. In creating the data base, only ISEP allowable "program" costs were recognized in entering costs. Costs identified for "construction" or "major building renovations" or "transportation for extra curricular activities" were excluded.

2. Some schools had not received their final levels of funding for the school year at the time of completion of the ASCR or RSCR forms. When the school budget was finalized, the conditions surrounding the originally identified additional cost may have changed. The schools could have moved into compliance with certain standard categories, while moving out of compliance with other standards categories. Since the ASCR and RSCR forms were completed early in the school year and only once, the data should be viewed as applicable only at the time of actual completion of the ASCR and RSCR forms and/or validation by visiting monitors.

III. Analysis of Data

A. Analysis of ASCR Form Data

Based on the data reported in the ASCR forms, Table I (in the "Tables" section of this report) shows the status of each of the 172 schools' academic programs in relation to each of the academic standard categories I through XVII. The schools are identified by school and Bureau education line office (agency or area education office). According to Table I, Porcupine Day School reported that the school's program was in compliance with thirteen of the fifteen standards (87%) that applied to the school. Standard categories IX and XII, which are for secondary schools, did not apply to the Porcupine Day School.

Sixty-five schools (38%) reported being in compliance with all (100%) of the applicable academic standards. Based on the data reported by the 172 schools, the distribution of the schools according to total percent of standards being met is as follows:

Percent of Academic Standards Reported Being Met		Number of Schools	
0 - 20 percent being met		1	(.5%)
21 - 40 percent being met		1	(.5%)
41 - 60 percent being met		12	(7.0%)
61 - 80 percent being met		33	(19.0%)
81 - 100 percent being met		125	(73.0%)
	Total	172	(100%)

Based on the above distribution, a total of 158 or 92% of the 172 schools reported being in compliance with at least 61% of the standards. One-hundred twenty-five or 73% of the 172 schools reported being in compliance with 81% to 100% of all of the applicable standards.

The following summary data shows how the 172 schools reported on each of the 17 standard categories in terms of "Yes" (in compliance), "No" (not in compliance) or "NA" (not applicable).

Standard Category		Number Reporting YES	Number Reporting NO	Number Reporting NA	Total
I	Philos./Goals	168	4	0	172
II	Admin. Require.	125	47	0	172
III	Needs Assessment	164	8	0	172
IV	Curric. Develop.	154	18	0	172
V	Minimum Programs	161	11	0	172
VI	Kindergarten	145	2	25	172
VII	Elementary Inst.	131	18	23	172
VIII	Jr. High Inst.	80	23	69	172
IX	Secondary Inst.	45	7	120	172
X	Grading	170	2	0	172
XI	Student Promotion	169	3	0	172
XII	Graduation	52	0	120	172
XIII	Library/Media	100	72	0	172
XIV	Textbooks	145	27	0	172
XV	Counseling	126	46	0	172
XVI	Student Activities	150	22	0	172
XVII	Program Evaluation	171	1	0	172

It can be seen from the summary data that the three standards reported as most often not being met for all schools reporting are:

Library/Media program (XIII) - 72 (42%) schools reported not being in compliance

Administrative Requirements (II) - 47 (27%) schools reported not being in compliance

Counseling Services (XV) - 46 (26%) schools reported not being in compliance

For standard categories which were not applicable to all schools, 23 (22%) of the 103 Junior High Instructional Programs reported not being in compliance with Standard VII.

When a school reported its program as not meeting an academic standard category, the ASCR form allowed the school to identify additional funding needed by the school to brings its program into compliance with the standard category.

Table II shows the funding need, as reported by the 172 schools, required to fully meet those standard categories checked on the ASCR forms as being not in compliance. For example, the Second Mesa Day School, reported additional funds of $ 3,000 and $43,300 to fully meet Standard Category XIII and Standard Category XV, respectively. The "Total Cost" column on Table II shows a total of $46,300 in funding need for the Second Mesa Day School.

Table II should be reviewed in conjunction with Table I for any given school. For any school reporting "Yes" or in compliance with a standard category, no funding estimate was entered for that particular standard category in Table II. Also, some schools reporting "No" or not in compliance with a standard category did not specify an estimated funding need for that particular standard category. When a school did not specify an additional funding need, it was interpreted to mean that the standard category could/would be met within existing funding levels.

It can be seen from the "Total Cost" column in Table II that the total amount of additional funds reported by the 172 schools as being needed was $10,622,699. Total amounts identified for each standard category also appear in Table II.

B. Analysis of RSCR Form Data

Table III shows the status of each of the 70 residential programs in relation to each of the residential standards I through V identified in the RSCR form. Kayenta reported being in compliance with Standard I, II and V. Standard III (Secondary Dormitories) did not apply to Kayenta's residential program because it serves only grades K – 8. Kayenta reported non-compliance for Standard IV. Overall, Kayenta reported "Yes" or being in compliance with 3/4 or 75% of the four applicable residential standards.

The column entitled "Yes" on Table III shows the total number of standards each of schools/dormitories reported as being met.

It can be seen from Table III that 30 of the 70 (43%) school/peripheral dormitories reported being in compliance with all (100%) of the applicable residential standards. Low Mountain School was the only school which reported being in non-compliance with all (100%) of their respective applicable residential standards.

Based on the data reported by the boarding schools/peripheral dormitories, the distribution of schools according to percent of residential standards being met is as follows:

Percent of Residential Standards Reported Being Met	Number of Schools	
0 - 20 percent being met	3	(3%)
21 - 40 percent being met	6	(9%)
41 - 60 percent being met	13	(19%)
61 - 80 percent being met	18	(26%)
81 - 100 percent being met	30	(43%)
Total	70	(100%)

Based on the above distribution, 48 (69%) of the reporting schools/peripheral dormitories met at least 61% of the residential standards.

The following summary data shows how the 70 boarding schools/peripheral dormitories responded to each of the 5 residential standards in terms of "Yes" (In Compliance), "No" (Not in Compliance) and "NA" (Not Applicable).

Standard		YES	NO	NA	Total
I	General Prov.	53	17	0	70
II	Elem. Dorm.	37	18	15	70
III	Second. Dorm.	29	7	34	70
IV	Homeliving	55	15	0	70
V	Space/Privacy	53	17	0	70

It can be seen from the above summary data that the three residential standards reported as being most often not met for all schools reporting were:

General Provisions(I) - 17 (24%) dorms reported not being in compliance.

Space/Privacy (V) - 17 (24%) dorms reported not being in compliance

Homeliving (IV) - 15 (21%) dorms reported not being in compliance.

For standards which were not applicable to all schools, 18 (33%) of the 55 Elementary Dormitory Programs were not in compliance with Standard II.

Table IV shows the level of additional funding needed as reported by the 70 boarding schools/peripheral dormitories for each residential standard. It can be seen from Table IV that the Keams Canyon Boarding School reported additional funding amounts of $21,114 (Standard I) and $10,825 (Standard II) in order to bring its residential program into compliance with Standards I and II. Standard III did not apply to Keams Canyon because it serves only grades K - 6. The total amount identified as being needed by the Keams Canyon School was $31,939.

It can be seen from Table IV that the total amount of additional funds reported by the 70 schools/dormitories as being needed was $1,447,065.

C. Reasons Standards Are Not Met

Reasons why Academic Standard categories are not met include the following:

Standard I - Philosophy and Goals was most often not met because 2% of the schools do not have school handbooks which indicate the schools' philosophies and goals and describe the school programs.

Standard II - Administrative Requirements was most often not met because 27% of the schools have classes which have too many students in them and do not meet required student/teacher ratios, and 9% of the schools do not have certified substitute teachers hired.

Standard III - Program Needs Assessment was most often not met because 5% of the schools have not conducted comprehensive needs assessments.

Standard IV - Curriculum Development was most often not met because 10% of the schools have not developed written curricula.

Standard V - Minimum Academic Program was most often not met because 6% of the schools have library, labs, physical education, art and music programs which are not allowed sufficient time because of lack of funds and/or staff to provide the instruction.

Standard VI - Kindergarten Instructional Program was most often met by all schools. However, 10% of the schools reported not meeting the required staff/student ratio for kindergarten under administration requirements, Standard II.

Standard VII - Elementary Instructional Program was most often not met because 15% of the schools do not adequately provide instruction in areas such as career awareness, environmental education, health education, metric education and computer literacy because of lack of staff.

Standard VIII - Junior High/Middle High Instruction was most often not met because 22% of the schools do not adequately provide instruction on a language other than English, practical and fine arts and computer literacy.

Standard IX - Secondary Instructional Program was most often not met because 13% of the schools do not adequately provide instruction in areas such as vocational education, language other than English, fine arts and driver's education.

Standard X - Grading Requirements was most often met by all schools.

Standard XI - Student Promotion Requirements was most often met by all schools.

Standard XII - Graduation Requirements was met by all schools.

Standard XIII - Library/Media Program was most often not met because 26% of the schools do not have the number of books/materials required per student, 30% do not have the required number of library staff, and 11% do not have sufficient library equipment or furnishings.

Standard XIV - Textbooks was most often not met because 16% of the schools do not have up-to-date textbooks or materials.

Standard XV - Counseling Services was most often not met because 26% of the schools do not have the required number of counselors for the school populations.

Standard XVI - Student Activities was most often not met because 12% of the schools do not have staff to provide for student activities.

Standard XVII - School Evaluation/Needs Assessment was most often not met because 5% of the schools have not done regular evaluations. The monitorings/evaluations done through the OIEP process serve to fulfill some of the requirements under this standard.

Reasons why Residential Standards are not met:
Standard I - General Provisions was most often not met because 24% of the residential programs lack required staff who supervise the dormitories and/or provide required counseling services.

Standard II - Elementary Level Dormitories was most often not met because 33% of the elementary dorms do not have the required counselor/student ratios.

Standard III - Secondary Level Dormitories was most often not met because 19% of the secondary dorms do not have the required counselor/student ratios.

Standard IV - Homeliving Dormitory Operations was most often not met because 21% of the dorms often do not have the required student/staff ratio.

Standard V - Space and Privacy was most often not met because room size for students does not meet requirements at 24% of the dorm programs.

D. Comparison with FY 1991, FY 1992 and FY 1993 Data

Thirty-eight percent of the schools were in compliance with all academic standard categories in FY 1994. In FY 1993, 25% of the schools were in compliance with all academic standards, in FY 1992, 10% of the schools were in compliance with all academic standards, and in FY 1991, 5% of the schools were in compliance with all academic standards.

The three academic standard categories most often not met for all schools in FY 1991, FY 1992 and FY 1993 were again most often not met in FY 1994. They were the standard categories regarding library/media programs, counseling services and administrative requirements, (staff/student ratios and availability of substitute teachers). In addition, for standard categories which did not apply to all schools, the Junior High Instructional program standard was often not met, as in the other years.

For residential standards, more residential programs moved into compliance in FY 1994. Forty-three percent of the programs met all of the residential standards in FY 1994. In FY 1993, 37% of the residential programs met all of the residential standards, in FY 1992, 31% of the residential programs met all of the standards and, in FY 1991, 21% of the programs met all of the standards. The main reasons for non-compliance remained the same in FY 91, 92 and 93, lack of required student/dorm staff ratio and lack of required counseling services in the residential programs.

IV. Summary of Findings from Monitoring/Evaluations

Through January 31, 1994, twenty-three school programs had been monitored/evaluated for FY 1994. See Exhibit III for summary reports on the twenty-three schools. In general, deficiencies identified by the schools on the standards compliance reports were found to be actual program needs by the monitoring teams.

The monitoring teams validated the schools' standards compliance reports and addressed the effectiveness of the school programs.

Summary information on major improvements recommended by the monitoring teams after three-fourths (136) of the schools had been monitored follows:

Major Improvements Recommended

* Develop Student Outcomes	46% of schools
* Develop Written Curriculum	44%
* Write School Improvement Plan	42%
* Upgrade Facilities	41%
* Do More Comprehensive Needs Assessment	40%
* Provide Teacher Training in Current Techniques	38%
* Write More Adequate Mission and Goals	37%
* Increase and Improve Counseling Services	26%
* Integrate Culture Into the Curriculum	24%
* Upgrade Libraries	23%

It is noted that counseling services and libraries are viewed by the monitoring teams as needing major improvement in some Bureau-funded schools, further substantiating the need for action to be taken to alleviate these two predominant standards compliance deficiencies in the schools.

V. Planned Activities for the Remainder of FY 1994 and FY 1995

A. Completion of FY 1994 Monitoring/Evaluation Schedule

Forty-eight schools will be monitored/evaluated in FY 1994 (school year 1993-94). Each of the 184 BIA-funded schools will have been monitored by the end of 1994 and will have submitted school improvement plans based upon the findings of the visitations.

B. Identification of Schools for FY 1995 On-Site Follow-Up Visits

Schools to be monitored in FY 1995 will be primarily those who were monitored in the first year of the four-year monitoring cycle.

C. FY 1995 ASCR and RSCR Reporting

For FY 1995, OIEP will continue the process of allowing schools to report their standards compliance status based upon the standards they choose to follow (state, regional or Bureau standards). This process proved to be highly successful in FY 1994 and FY 1993 and furthered the process of obtaining the best information possible to describe the status of standards compliance in BIA-funded schools.

TABLES

Table I – **Academic Standards Reported Met by Line Office by School**

Table II – **Additional Academic Funding Need Reported by Line Office by School**

Table III – **Residential Standards Reported Met by Line Office by Dormitory/Boarding Program**

Table IV – **Additional Residential Funding Need Reported by Line Office by Dormitory/Boarding Program**

TABLE I
Academic Standard Reported Met by Line Office, School
Standards I-XVII

Line Office	School	Wt	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	Total YES	Total NO
Chey River	CHEYENNE - EB	1	yes	yes	yes	no	no	yes	yes	no	no	yes	yes	yes	no	no	yes	no	yes	10/17=59%	7/17=41%
Chey River	PIERRE INDIAN LEARNIG	1	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Chey River	PROMISE DAY SCHOOL	1	yes	no	no	no	no	yes	no	na	na	yes	yes	na	no	yes	no	no	yes	6/14=43%	8/14=57%
Chey River	SWIFT BIRD DAY	1	yes	no	yes	yes	no	yes	yes	yes	na	yes	yes	na	no	no	no	no	yes	9/15=60%	6/15=40%
Chey River	TAKINI	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Chey River	WHITE HORSE DAY	1	no	no	no	no	yes	yes	yes	na	na	yes	no	na	no	no	no	no	yes	5/14=36%	9/14=64%
Pine Ridge	AMERICAN HORSE	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Pine Ridge	CRAZY HORSE SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Pine Ridge	LITTLE WOUND DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Pine Ridge	LONEMAN DAY	1	yes	yes	yes	no	yes	yes	yes	yes	na	yes	yes	na	no	no	yes	yes	yes	12/15=80%	3/15=20%
Pine Ridge	PINE RIDGE SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Pine Ridge	PORCUPINE DAY	1	yes	yes	yes	yes	yes	yes	yes	no	na	yes	yes	na	no	yes	yes	yes	yes	13/15=87%	2/15=13%
Pine Ridge	WOUNDED KNEE	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Rosebud	MARTY INDIAN SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	16/17=94%	1/17=6%
Rosebud	ST. FRANCIS INDIAN	1	yes	yes	no	no	yes	yes	yes	no	no	yes	yes	yes	no	yes	no	yes	yes	11/17=65%	6/17=35%
Sisseton	ENEMY SWIM DAY	1	yes	yes	no	no	yes	yes	no	no	na	yes	yes	na	no	yes	no	yes	yes	9/15=60%	6/15=40%
Sisseton	FOUR WINDS COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	no	yes	yes	14/15=93%	1/15=7%
Sisseton	TIOSPA ZINA	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Stand Rock	LITTLE EAGLE DAY	1	yes	yes	no	no	yes	yes	no	na	na	yes	yes	na	no	yes	yes	yes	yes	10/14=71%	4/14=29%
Stand Rock	ROCK CREEK DAY	1	yes	no	yes	no	yes	yes	no	no	na	yes	yes	na	no	yes	no	yes	yes	9/15=60%	6/15=40%
Stand Rock	STANDING ROCK COMM.	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	16/17=94%	1/17=6%
Stand Rock	THEODORE JAMERSON	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Turtle Mtn	DUNSEITH DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Turtle Mtn	MANDAREE DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Turtle Mtn	OJIBWA INDIAN	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	no	yes	yes	14/15=93%	1/15=7%
Turtle Mtn	TURTLE MNT HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Turtle Mtn	TURTLE MNT. ELEM-MID	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	no	no	yes	yes	12/15=80%	3/15=20%
Turtle Mtn	TWIN BUTTES	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	no	yes	yes	13/15=87%	2/15=13%
Turtle Mtn	WHITE SHIELD SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Crow/L Brul	CROW CREEK HIGH	1	yes	yes	yes	yes	yes	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Crow/L Brul	FT. THOMPSON ELEM.	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Crow/L Brul	LOWER BRULE DAY	1	yes	no	yes	no	no	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes	yes	12/17=70%	5/17=30%

Line Office	School	Wt	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	Total YES	Total NO
Oklahoma	KICKAPOO NATION	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0=0%
Oklahoma	RIVERSIDE INDIAN	1	yes	yes	yes	yes	yes	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	16/16=100%	0/16=0%
Oklahoma	SEQUOYAH HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	no	no	yes	12/14=85%	2/14=15%
Billings	BUSBY SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Billings	ST. STEPHENS INDIAN	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Minneapolis	BUG-O-NAY-GE-SHIG	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Minneapolis	CIRCLE OF LIFE	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	no	yes	yes	15/17=88%	2/17=12%
Minneapolis	FLANDREAU INDIAN	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Minneapolis	FOND DU LAC OJIBWAY	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Minneapolis	HANNAHVILLE INDIAN	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	16/17=94%	1/17=6%
Minneapolis	LAC COURTES OREILLES	1	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	16/17=94%	1/17=6%
Minneapolis	MENOMINEE TRIBAL	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Minneapolis	NAY-AH-SHING	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Minneapolis	ONEIDA INDIAN	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Minneapolis	SAC & FOX SETTLEMENT	1	yes	yes	yes	yes	no	yes	yes	na	na	yes	yes	na	no	no	no	no	yes	9/14=64%	5/14=36%
Minneapolis	WAHPETON INDIAN	1	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Ft Apache	CIBECUE COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	yes	yes	yes	16/16=100%	0/16=0%
Ft Apache	JOHN F. KENNEDY	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	13/15=86%	2/15=14%
Ft Apache	THEODORE ROOSEVELT	1	yes	yes	yes	yes	yes	na	yes	no	na	yes	yes	na	no	no	yes	yes	yes	11/14=79%	3/14=21%
Papago	SAN SIMON	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	no	yes	yes	yes	14/15=93%	1/15=7%
Papago	SANTA ROSA BOARDING	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Papago	SANTA ROSA RANCH	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	no	no	no	yes	10/15=66%	5/15=34%
Papago	TOHONO O'ODHAM HIGH	1	yes	yes	yes	yes	yes	na	na	na	no	yes	yes	yes	yes	yes	no	yes	yes	12/14=85%	2/14=15%
Pima	BLACKWATER COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Pima	CASA BLANCA COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Pima	GILA CROSSING DAY	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	12/14=86%	2/14=14%
Pima	SALT RIVER DAY	1	yes	no	no	yes	no	yes	no	na	na	yes	yes	na	no	no	yes	no	yes	7/14=50%	7/14=50%
Hopi	HAVASUPAI	1	yes	no	yes	yes	yes	yes	no	no	na	yes	yes	na	yes	yes	yes	yes	yes	12/15=80%	3/15=20%
Hopi	HOPI DAY	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	12/14=86%	2/14=14%
Hopi	HOPI HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	no	no	yes	yes	yes	no	no	no	no	yes	9/15=60%	6/15=40%
Hopi	HOTEVILLA BACAVI	1	yes	yes	no	yes	yes	yes	no	no	na	yes	yes	yes	no	no	no	no	yes	9/16=56%	7/16=44%
Hopi	KEAMS CANYON BOARDING	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	no	no	yes	yes	11/14=78%	3/14=22%
Hopi	MOENCOPI DAY	1	yes	no	yes	no	yes	yes	no	na	na	yes	yes	na	no	yes	no	no	yes	8/14=57%	6/14=43%
Hopi	POLACCA DAY	1	yes	no	yes	yes	yes	yes	no	na	na	yes	yes	na	yes	no	yes	yes	yes	11/14=78%	3/14=22%
Hopi	SECOND MESA DAY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	no	yes	yes	12/14=86%	2/14=14%
Sacramento	DUCKWATER SHOSHONE EL.	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Sacramento	PYRAMID LAKE HIGH	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Sacramento	SHERMAN INDIAN HIGH	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
So Pueblos	ISLETA ELEMENTARY	1	yes	yes	yes	no	yes	yes	yes	na	na	no	yes	na	no	no	yes	no	yes	9/14=64%	5/14=36%

BEST COPY AVAILABLE

Line Office	School	Wt	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	Total YES	Total NO
E Navajo	BREAD SPRINGS DAY	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	no	yes	yes	11/14=79%	3/14=21%
E Navajo	CHICHILTAH/JONES ACA	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	14/15=93%	1/15=7%
E Navajo	CROWNPOINT COMMUNITY	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	13/15=88%	2/15=12%
E Navajo	DIBE YAZHI HABITIIN	1	yes	no	yes	no	yes	yes	yes	yes	na	yes	yes	na	no	yes	no	no	yes	10/15=66%	5/15=34%
E Navajo	DLO'AY'AZHI COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	no	yes	yes	13/14=93%	1/14=7%
E Navajo	DZILTH-NA-O-DITH-HLE	1	yes	no	yes	yes	yes	yes	yes	no	na	yes	yes	na	yes	yes	no	no	yes	11/15=74%	4/15=26%
E Navajo	HUERFANO Dormitory	1	yes	yes	yes	yes	yes	yes	na	na	na	yes	yes	na	yes	yes	yes	yes	yes	13/13=100%	0/13=0%
E Navajo	LAKE VALLEY NAVAJO	1	yes	no	yes	yes	yes	yes	yes	no	na	yes	yes	na	yes	no	yes	yes	yes	12/15=81%	3/15=19%
E Navajo	MARIANO LAKE COMMUN.	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	12/14=86%	2/14=14%
E Navajo	NA'NEELZHIIN JI'OLTA	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	no	yes	yes	14/15=93%	1/15=7%
E Navajo	OJO ENCINO DAY	1	yes	no	yes	no	yes	yes	yes	yes	na	yes	yes	na	no	yes	no	yes	yes	11/15=73%	4/15=27%
E Navajo	PUEBLO PINTADO COMM.	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	13/15=86%	2/15=14%
E Navajo	TO'HAJIILEE-HE	1	yes	no	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	15/17=88%	2/17=12%
E Navajo	TSE'II'AHI COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
E Navajo	WINGATE ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
E Navajo	WINGATE HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Chinle	BLACK MESA COMMUNITY	1	yes	yes	yes	yes	no	yes	no	no	na	yes	yes	na	no	no	no	no	yes	8/15=53%	7/15=47%
Chinle	CHINLE BOARDING	1	yes	yes	yes	yes	yes	yes	yes	no	na	yes	yes	na	yes	yes	yes	no	yes	13/15=87%	2/15=13%
Chinle	COTTONWOOD DAY	1	yes	no	yes	yes	yes	yes	no	no	na	yes	no	na	no	no	no	no	yes	7/15=47%	8/15=53%
Chinle	LOW MOUNTAIN BOARDING	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	no	yes	yes	12/14=86%	2/14=14%
Chinle	LUKACHUKAI	1	yes	yes	yes	yes	yes	yes	yes	no	na	yes	yes	na	no	yes	no	no	yes	11/15=74%	4/15=26%
Chinle	MANY FARMS HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Chinle	NAZLINI BOARDING	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	no	na	no	yes	yes	yes	yes	12/14=85%	2/14=15%
Chinle	PINON COMM. SCHOOL	1	yes	yes	yes	yes	yes	yes	na	na	na	yes	yes	na	no	yes	yes	yes	yes	12/13=93%	1/13=7%
Chinle	ROCK POINT COMMUNITY	1	yes	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	no	yes	no	yes	yes	11/17=65%	6/17=35%
Chinle	ROUGH ROCK DEMONSTRAT	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Ft Defiance	CHUSKA BOARDING	1	yes	yes	yes	yes	yes	yes	yes	no	na	yes	yes	na	yes	yes	yes	yes	yes	14/15=93%	1/15=7%
Ft Defiance	CRYSTAL BOARDING	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Ft Defiance	DILCON BOARDING	1	yes	no	yes	yes	yes	yes	yes	no	na	yes	yes	na	yes	yes	no	yes	yes	12/15=80%	3/15=20%
Ft Defiance	GREASEWOOD BOARDING	1	yes	no	yes	yes	yes	yes	no	no	na	yes	yes	na	no	yes	yes	yes	yes	11/15=74%	4/15=26%
Ft Defiance	HUNTERS POINT BOARD	1	no	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	11/14=78%	3/14=22%
Ft Defiance	KINLICHEE	1	yes	no	yes	no	no	yes	yes	na	na	yes	yes	na	no	yes	no	yes	yes	9/14=64%	5/14=36%
Ft Defiance	PINE SPRINGS BOARDING	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	no	no	yes	yes	10/14=71%	4/14=29%
Ft Defiance	SEBA DALKAI BOARDING	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
Ft Defiance	WIDE RUINS BOARDING	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Portland	CHEMAWA INDIAN	1	yes	yes	yes	no	yes	na	na	na	yes	yes	yes	yes	no	yes	yes	yes	yes	12/14=86%	2/14=14%
Portland	CHIEF LESCHI	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
Portland	COEUR D'ALENE TRIBAL	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Portland	Lummi High School	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%

Line Office	School	Wt	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	Total YES	Total NO
So Pueblos	JEMEZ DAY SCHOOL	1	no	no	no	yes	yes	yes	yes	na	na	yes	yes	na	yes	no	no	no	yes	8/14=57%	6/14=43%
So Pueblos	MESCALERO	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
So Pueblos	PINE HILL SCHOOLS	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
So Pueblos	SAN FELIPE	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
So Pueblos	SKY CITY COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/14=0%
So Pueblos	ZIA DAY	1	yes	yes	yes	no	yes	yes	yes	na	na	yes	yes	na	no	no	yes	yes	yes	11/14=79%	3/14=21%
Laguna	LAGUNA ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Laguna	LAGUNA MIDDLE	1	no	yes	yes	no	yes	na	na	yes	na	yes	yes	na	yes	yes	yes	yes	yes	11/13=85%	2/13=15%
No Pueblos	SAN ILDEFONSO DAY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
No Pueblos	SAN JUAN DAY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
No Pueblos	SANTA CLARA DAY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
No Pueblos	SANTA FE INDIAN	1	yes	yes	yes	yes	yes	na	na	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/15=93%	1/15=7%
No Pueblos	TAOS DAY SCHOOL	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	13/14=93%	1/14=7%
No Pueblos	TESUQUE DAY SCHOOL	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	12/14=86%	2/14=14%
Shiprock	ANETH COMMUNITY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	no	yes	yes	yes	12/14=85%	2/14=15%
Shiprock	BECLABITO	1	yes	no	yes	yes	yes	yes	no	na	na	yes	yes	na	yes	yes	yes	yes	yes	12/14=86%	2/14=14%
Shiprock	COVE DAY	1	yes	yes	yes	no	yes	yes	yes	na	na	yes	yes	na	no	no	no	yes	yes	10/14=71%	4/14=29%
Shiprock	NAVAJO PREPARTORY	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Shiprock	NENAHNEZAD BOARDING	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	13/15=88%	2/15=12%
Shiprock	RED ROCK DAY SCHOOL	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Shiprock	SANOSTEE DAY	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	no	yes	yes	11/14=78%	3/14=22%
Shiprock	SHIPROCK ALTERNATIVE	1	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	16/16=100%	0/16=0%
Shiprock	SHIPROCK KINDERGARTEN	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Shiprock	TEECNOSPOS BOARDING	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	no	yes	yes	yes	12/15=80%	3/15=20%
Shiprock	TOADLENA	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	13/15=86%	2/15=14%
W Navajo	CHILCHINBETO DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
W Navajo	DENNEHOTSO BOARDING	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	no	yes	yes	13/14=92%	1/14=8%
W Navajo	GREYHILLS HIGH SCHOOL	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0
W Navajo	KAIBETO BOARDING	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
W Navajo	KAYENTA BOARDING	1	yes	no	no	yes	no	yes	no	na	na	no	yes	na	yes	yes	no	yes	yes	8/14=57%	6/14=43%
W Navajo	LEUPP SCHOOLS, INC.	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0%
W Navajo	LITTLE SINGER COMMUN.	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	yes	yes	yes	yes	13/14=93%	1/14=7%
W Navajo	NAVAJO MOUNTAIN BOARD	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	no	no	no	yes	yes	10/14=72%	4/14=28%
W Navajo	ROCKY RIDGE BOARDING	1	yes	no	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	no	yes	yes	12/14=14%	2/14=86%
W Navajo	SHONTO BOARDING	1	yes	no	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	no	yes	yes	13/15=86%	2/15=14%
W Navajo	TONALEA DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
W Navajo	TUBA CITY BOARDING	1	yes	no	yes	yes	yes	yes	no	no	na	yes	yes	na	no	no	yes	yes	yes	10/15=66%	5/15=34%
E Navajo	ALAMO NAVAJO	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	17/17=100%	0/17=0
E Navajo	BACA COMMUNITY	1	yes	yes	yes	yes	yes	no	no	na	na	yes	yes	na	yes	yes	yes	yes	yes	12/14=86%	2/14=14%

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Line Office	School	Wt	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	Total YES	Total NO
Portland	LUMMI TRIBAL	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Portland	MUCKLESHOOT TRIBAL	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Portland	PASCHAL SHERMAN INDIAN	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Portland	QUILEUTE TRIBAL	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Portland	SHO'BAN SCHOOL	1	yes	no	yes	yes	yes	na	na	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	13/15=87%	2/15=13%
Portland	TWO EAGLE RIVER	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Portland	WA HE LUT INDIAN	1	yes	yes	yes	yes	yes	yes	yes	no	na	yes	yes	na	no	yes	no	no	yes	11/15=73%	4/15=27%
Portland	YAKIMA TRIBAL	1	yes	yes	yes	yes	yes	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Eastern	AHFACHKEE DAY	1	yes	yes	yes	yes	yes	yes	no	na	na	yes	yes	na	no	yes	yes	yes	no	11/14=79%	3/14=21%
Eastern	BEATRICE RAFFERTY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	no	yes	14/15=93%	1/15=7%
Eastern	BOGUE CHITTO ELEM.	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Eastern	CHEROKEE CENTRAL	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	16/17=94%	1/17=6%
Eastern	CHITAMACHA DAY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	yes	yes	14/15=93%	1/15=7%
Eastern	CHOCTAW CENTRAL HIGH	1	yes	yes	yes	yes	yes	na	na	na	yes	yes	yes	yes	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Eastern	CHOCTAW MIDDLE SCHOOL	1	yes	yes	yes	yes	yes	na	na	yes	na	yes	yes	na	yes	yes	yes	yes	yes	13/13=100%	0/13=0%
Eastern	CONEHATTA ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Eastern	INDIAN ISLAND	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	no	yes	yes	no	yes	13/15=87%	2/15=13%
Eastern	INDIAN TOWNSHIP	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Eastern	MICCOSUKEE INDIAN	1	yes	yes	yes	yes	no	yes	yes	no	no	yes	yes	yes	no	yes	yes	yes	yes	13/17=76%	4/17=24%
Eastern	PEARL RIVER ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Eastern	RED WATER ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
Eastern	STANDING PINE ELEM.	1	yes	yes	yes	yes	yes	yes	yes	na	na	yes	yes	na	yes	yes	yes	yes	yes	14/14=100%	0/14=0%
Eastern	TUCKER ELEMENTARY	1	yes	yes	yes	yes	yes	yes	yes	yes	na	yes	yes	na	yes	yes	yes	yes	yes	15/15=100%	0/15=0%
SUM		172																			

TABLE II
Additional Academic Funding Need by Line Office, by School
Standards I-XVII

Line Office	School	%Cost 1	%Cost 2	%Cost 3	%Cost 4	%Cost 5	%Cost 6	%Cost 7	%Cost 8	%Cost 9	%Cost 10	%Cost 11	%Cost 12	%Cost 13	%Cost 14	%Cost 15	%Cost 16	%Cost 17	Total No $
Chey River	CHEYENNE - EB	0	0	0	32,000	35,000	0	0	35,000	55,000	0	0	0	150,000	150,000	0	32,000	0	489,000
Chey River	PIERRE INDIAN LEARNIG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chey River	PROMISE DAY SCHOOL	0	25,000	2,000	2,000	10,000	0	5,000	0	0	0	0	0	17,000	0	7,000	25,000	0	93,000
Chey River	SWIFT BIRD DAY	0	25,000	0	0	110,000	0	0	0	0	0	0	0	22,000	1,000	35,000	0	0	193,000
Chey River	YAKIMI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chey River	WHITE HORSE DAY	0	0	0	0	0	0	0	0	0	0	0	0	50,000	0	40,000	0	0	90,000
Pine Ridge	AMERICAN HORSE	0	0	0	0	0	0	0	0	0	0	0	0	80,000	0	0	0	0	80,000
Pine Ridge	CRAZY HORSE SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pine Ridge	LITTLE WOUND DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pine Ridge	LOWENAH DAY	0	0	0	30,000	0	0	0	0	0	0	0	0	47,500	125,000	0	0	0	202,500
Pine Ridge	PINE RIDGE SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pine Ridge	PORCUPINE DAY	0	0	0	0	0	0	0	55,500	0	0	0	0	38,500	0	0	0	0	94,000
Pine Ridge	WOUNDED KNEE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rosebud	RAPPY INDIAN SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rosebud	ST. FRANCIS INDIAN	0	0	15,000	60,000	0	0	0	35,000	35,000	0	0	0	120,000	0	35,000	0	0	280,000
Sisseton	ENEMY SWIM DAY	0	0	10,000	12,000	0	0	0	0	0	0	0	0	15,500	0	15,000	0	0	52,500
Sisseton	FOUR WINDS COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50,000	0	0	50,000
Sisseton	TIOSPA ZINA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stand Rock	LITTLE EAGLE DAY	0	0	6,000	8,000	0	0	50,000	0	0	0	0	0	10,000	0	0	0	0	74,000
Stand Rock	ROCK CREEK DAY	0	35,000	0	15,000	0	0	28,430	30,000	0	0	0	0	65,000	0	38,000	0	0	211,430
Stand Rock	STANDING ROCK COMM.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26,725	0	0	26,725
Stand Rock	THEODORE JAMERSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turtle Mtn	DUNSEITH DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turtle Mtn	MARGAREE DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turtle Mtn	OJIBWA INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BEST COPY AVAILABLE

Line Office	School	YCost 1	YCost 2	YCost 3	YCost 4	YCost 5	YCost 6	YCost 7	YCost 8	YCost 9	YCost 10	YCost 11	YCost 12	YCost 13	YCost 14	YCost 15	YCost 16	YCost 17	Total No 0
Turtle Mtn	TURTLE MNT HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turtle Mtn	TURTLE MNT. ELEM-MID	0	29,000	0	0	0	0	0	0	0	0	0	0	0	40,000	75,000	0	0	144,000
Turtle Mtn	TWIN BUTTES	0	0	0	0	0	0	0	0	0	0	0	0	26,800	0	8,432	0	0	35,232
Turtle Mtn	WHITE SHIELD SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crow/L Brul	CROW CREEK HIGH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crow/L Brul	FT. THOMPSON ELEM.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crow/L Brul	LOWER BRULE DAY	0	30,000	0	1,000	30,000	0	0	0	0	0	0	0	22,000	1,000	0	0	0	84,000
Oklahoma	KICKAPOO NATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oklahoma	RIVERSIDE INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oklahoma	SEQUOYAH HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15,000	0	0	15,000
Billings	BUSBY SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Billings	ST. STEPHENS INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	BUG-O-NAY-GE-SHIG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	CIRCLE OF LIFE	0	0	0	0	0	0	0	0	0	0	0	0	87,000	0	30,000	0	0	117,000
Minneapolis	FLANDREAU INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	FOND DU LAC OJIBWAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	HANNAHVILLE INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5,000	0	0	5,000
Minneapolis	LAC COURTES OREILLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	MENOMINEE TRIBAL	0	0	0	0	0	0	0	0	0	0	0	0	47,047	0	0	0	0	47,047
Minneapolis	NAY-AH-SHING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	ONEIDA INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minneapolis	SAC & FOX SETTLEMENT	0	0	0	0	23,000	0	0	0	0	0	0	0	24,000	1,000	26,000	20,000	0	94,000
Minneapolis	WAHPETON INDIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ft Apache	CIBECUE COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ft Apache	JOHN F. KENNEDY	0	0	0	0	0	0	0	0	0	0	0	0	40,000	0	0	0	0	40,000
Ft Apache	THEODORE ROOSEVELT	0	0	0	0	0	0	0	32,000	0	0	0	0	2,000	0	0	0	0	34,000
Papago	SAN SIMON	0	0	0	0	0	0	0	0	0	0	0	0	0	8,000	0	0	0	8,000
Papago	SANTA ROSA BOARDING	0	0	0	0	0	0	0	0	0	0	0	0	3,000	0	0	0	0	3,000
Papago	SANTA ROSA RANCH	0	35,000	0	0	0	0	0	0	0	0	0	0	90,000	100,000	35,000	35,000	0	295,000
Papago	TOHONO O'ODHAM HIGH	0	0	0	0	0	0	0	0	236,760	0	0	0	0	0	0	0	0	236,760
Pima	BLACKWATER COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pima	CASA BLANCA COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pima	GILA CROSSING DAY	0	4,500	0	0	0	0	0	0	0	0	0	0	22,000	0	0	0	0	26,500
Pima	SALT RIVER DAY	0	25,000	3,500	0	40,000	0	4,400	0	0	0	0	0	95,000	80,000	0	0	0	247,900

Line Office	School	WCost 1	WCost 2	WCost 3	WCost 4	WCost 5	WCost 6	WCost 7	WCost 8	WCost 9	WCost 10	WCost 11	WCost 12	WCost 13	WCost 14	WCost 15	WCost 16	WCost 17	Total Re 0
Hopi	NAVASUPAI	0	43,300	0	0	0	0	43,300	0	0	0	0	0	0	0	0	0	0	86,600
Hopi	HOPI DAY	0	1,944	0	0	0	0	0	0	0	0	0	0	8,666	0	0	0	0	10,610
Hopi	HOPI HIGH SCHOOL	0	0	0	0	0	0	0	60,000	163,300	0	0	0	217,000	107,000	43,000	0	0	590,300
Hopi	HOTEVILLA BACAVI	0	0	0	0	0	0	94,100	30,500	0	0	0	0	23,610	32,000	29,500	7,500	0	217,290
Hopi	KEAMS CANYON BOARDING	0	10,825	0	0	0	0	0	0	0	0	0	0	0	40,530	10,825	0	0	62,180
Hopi	MOENKOPI DAY	0	88,400	0	4,000	0	0	126,200	0	0	0	0	0	44,000	0	29,000	44,500	0	336,100
Hopi	POLACCA DAY	0	43,300	0	0	0	0	43,200	0	0	0	0	0	0	1,090	0	0	0	88,390
Hopi	SECOND MESA DAY	0	0	0	0	0	0	0	0	0	0	0	0	3,000	0	43,300	0	0	46,300
Sacramento	DUCKWATER SHOSHONE EL.	0	0	0	0	0	0	0	0	0	0	0	0	43,000	0	0	0	0	43,000
Sacramento	PYRAMID LAKE HIGH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sacramento	SHERMAN INDIAN HIGH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
So Pueblos	ISLETA ELEMENTARY	0	0	0	30,000	0	0	0	0	0	0	0	0	70,000	2,500	0	05,000	0	147,500
So Pueblos	JEMEZ DAY SCHOOL	5,000	100,000	5,000	0	0	0	0	0	0	0	0	0	0	25,000	60,000	67,000	0	262,000
So Pueblos	MESCALERO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
So Pueblos	PINE HILL SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
So Pueblos	SAN FELIPE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
So Pueblos	SKY CITY COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
So Pueblos	ZIA DAY	0	0	0	1,500	0	0	0	0	0	0	0	0	10,000	300	0	0	0	11,800
Laguna	LAGUNA ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laguna	LAGUNA MIDDLE	0	0	0	9,500	0	0	0	0	0	0	0	0	0	0	0	0	0	9,500
No Pueblos	SAN ILDEFONSO DAY	0	0	0	0	0	0	0	0	0	0	0	0	0,000	0	0	0	0	0,000
No Pueblos	SAN JUAN DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Pueblos	SANTA CLARA DAY	0	0	0	0	0	0	0	0	0	0	0	0	50,000	0	0	0	0	50,000
No Pueblos	SANTA FE INDIAN	0	0	0	0	0	0	0	90,000	0	0	0	0	0	0	0	0	0	90,000
No Pueblos	TAOS DAY SCHOOL	0	28,700	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28,700
No Pueblos	TESUQUE DAY SCHOOL	0	5,139	0	0	0	0	0	0	0	0	0	0	20,000	0	0	0	0	25,139
Shiprock	NAVTH COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	20,000	90,000	0	0	0	110,000
Shiprock	BECLABITO	0	194,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	194,000
Shiprock	COVE DAY	0	0	0	4,000	0	0	0	0	0	0	0	0	50,000	30,000	35,000	0	0	119,000
Shiprock	NAVAJO PREPARTORY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shiprock	NEWAHHEIAD BOARDING	0	30,543	0	0	0	0	0	0	0	0	0	0	24,000	0	0	0	0	54,543
Shiprock	RED ROCK DAY SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shiprock	SANOSTEE DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shiprock	SHIPROCK ALTERNATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Line Office	School	YCost 1	YCost 2	YCost 3	YCost 4	YCost 5	YCost 6	YCost 7	YCost 8	YCost 9	YCost 10	YCost 11	YCost 12	YCost 13	YCost 14	YCost 15	YCost 16	YCost 17	Total No 0
Shiprock	SHIPROCK KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shiprock	TSECHOSPOS BOARDING	0	60,000	0	0	0	0	0	0	0	0	0	0	35,000	75,000	0	0	0	170,000
Shiprock	TOADLENA	0	5,002	0	0	0	0	0	0	0	0	0	0	1,500	0	0	0	0	6,502
W Navajo	CHILCHINBETO DAY	0	0	0	0	0	0	0	0	0	0	0	0	17,000	0	0	0	0	17,000
W Navajo	DENNEHOTSO BOARDING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32,375	0	0	32,375
W Navajo	GREYHILLS HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W Navajo	KAIBETO BOARDING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W Navajo	KAYENTA BOARDING	0	110,000	0	0	30,000	0	30,000	0	0	0	0	0	0	0	30,000	0	0	200,000
W Navajo	LEUPP SCHOOLS, INC.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W Navajo	LITTLE SINGER COMMUN.	0	0	0	0	0	0	0	0	0	0	0	0	28,000	0	0	0	0	28,000
W Navajo	NAVAJO MOUNTAIN BOARD	0	42,771	0	0	0	0	0	0	0	0	0	0	42,271	18,000	18,886	0	0	121,928
W Navajo	ROCKY RIDGE BOARDING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20,000	0	0	20,000
W Navajo	SHONTO BOARDING	0	55,000	0	0	0	0	0	0	0	0	0	0	0	0	55,000	0	0	110,000
W Navajo	TONALEA DAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W Navajo	TUBA CITY BOARDING	0	145,505	0	0	0	0	136,282	150,564	0	0	0	0	57,000	65,000	0	0	0	554,631
E Navajo	ALAMO NAVAJO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E Navajo	BACA COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E Navajo	BREAD SPRINGS DAY	0	62,100	0	0	0	0	0	0	0	0	0	0	68,000	0	30,700	0	0	160,800
E Navajo	CHICHILTAH/JONES ACA	0	33,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33,000
E Navajo	CROWNPOINT COMMUNITY	0	60,000	0	0	0	0	0	0	0	0	0	0	25,000	0	0	0	0	85,000
E Navajo	DIBE YAZHI HABITIIN	0	40,000	0	20,000	0	0	0	0	0	0	0	0	80,000	0	36,000	90,000	0	266,000
E Navajo	DLO'AY'AZNI COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E Navajo	DZILTH-NA-O-DITH-HLE	0	0	0	0	0	0	0	60,000	0	0	0	0	0	0	0	500	0	60,500
E Navajo	HUERFANO Dormitory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E Navajo	LAKE VALLEY NAVAJO	0	30,000	0	0	0	0	0	70,000	0	0	0	0	0	20,000	0	0	0	120,000
E Navajo	MARIANO LAKE COMMUN.	0	30,000	0	0	0	0	0	0	0	0	0	0	34,500	0	0	0	0	64,500
E Navajo	NA'NEELZHIIH JI'OLTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	80,000	0	0	80,000
E Navajo	OJO ENCINO DAY	0	0	0	0	0	0	0	0	0	0	0	0	25,000	0	0	0	0	25,000
E Navajo	PUEBLO PINTADO COMM.	0	60,000	0	0	0	0	0	0	0	0	0	0	60,000	0	0	0	0	120,000
E Navajo	TO'HAJIILEE-HE	0	0	0	0	71,788	0	0	0	0	0	0	0	0	0	0	0	0	71,788
E Navajo	TSE'II'AHI COMMUNITY	0	0	0	0	0	0	0	0	0	0	0	0	10,000	0	0	0	0	10,000
E Navajo	WINGATE ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E Navajo	WINGATE HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinle	BLACK MESA COMMUNITY	0	0	0	0	95,000	0	10,000	10,000	0	0	0	0	35,000	5,000	30,000	0	0	185,000

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Line Office	School	YCost 1	YCost 2	YCost 3	YCost 4	YCost 5	YCost 6	YCost 7	YCost 8	YCost 9	YCost 10	YCost 11	YCost 12	YCost 13	YCost 14	YCost 15	YCost 16	YCost 17	Total No 0
Eastern	CHITIMACHA DAY	0	0	0	0	0	0	0	0	0	0	0	0	30,095	0	0	0	0	30,095
Eastern	CHOCTAW CENTRAL HIGH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	CHOCTAW MIDDLE SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	CONEHATTA ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	INDIAN ISLAND	0	0	0	0	0	0	0	0	0	0	0	0	25,000	0	0	1,000	0	26,000
Eastern	INDIAN TOWNSHIP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	MICCOSUKEE INDIAN	0	0	0	0	667	0	0	667	667	0	0	0	50,000	0	0	0	0	52,001
Eastern	PEARL RIVER ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	RED WATER ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	STANDING PINE ELEM.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	TUCKER ELEMENTARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
sum		5,000	1,766,839	41,500	229,000	526,455	0	873,912	1,164,150	595,727	0	5,000	0	2,764,239	1,043,220	1,189,157	-413,500	5,000	10,622,699

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TABLE III
Residential Standards Reported Met by Line Office, Dorm
Standards I-V

Line Office	Dorm	Wt	I	II	III	IV	V	Total Yes	Total No
Chey River	CHEYENNE - EB	1	yes	yes	yes	yes	no	4/5=80%	1/5=20%
Chey River	PIERRE	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
Pine Ridge	PINE RIDGE	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Rosebud	MARTY INDIAN	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Rosebud	ROSEBUD DORMS	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Crow/L Brul	CROW CREEK HS	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Oklahoma	Carter Seminary	1	yes	yes	yes	yes	no	4/5=80%	1/5=20%
Oklahoma	EUFAULA DORM	1	yes	yes	yes	yes	no	4/5=80%	1/5=20%
Oklahoma	JONES ACADEMY	1	yes	yes	yes	yes	no	4/5=80%	1/5=20%
Oklahoma	Riverside Indi	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Oklahoma	SEQUOYAH	1	no	na	no	yes	no	1/4=25%	3/4=75%
Billings	BLACKFEET DORM	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Minneapolis	FLANDREAU	1	yes	na	yes	no	no	2/4=50%	2/4=50%
Minneapolis	WAHPETON	1	yes	yes	na	yes	yes	4/4=100%	0/4=0
Ft Apache	THEODORE ROOSE	1	no	yes	yes	no	yes	3/5=60%	2/5=40%
Papago	SANTA ROSA BOAR	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
Hopi	KEAMS CANYON	1	no	no	na	yes	yes	2/4=50%	2/4=50%
Sacramento	SHERMAN INDIAN	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
So Pueblos	PINE HILL SCHS	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
No Pueblos	JICARILLA DORM	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
No Pueblos	SANTA FE	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Shiprock	ANETH	1	yes	no	no	no	no	1/5=20%	4/5=80%
Shiprock	AZTEC DORMITORY	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Shiprock	NAVAJO PREP	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Shiprock	NENAHNEZAD	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
Shiprock	SHIPROCK DORM	1	yes	na	no	no	no	1/4=25%	3/4=75%
Shiprock	TEECNOSPOS	1	yes	no	no	yes	yes	3/5=60%	2/5=40%
Shiprock	TOADLENA	1	yes	yes	na	yes	no	3/4=75%	1/4=25%
W Navajo	DENNEHOTSO	1	no	no	na	yes	yes	2/4=50%	2/4=50%
W Navajo	FLAGSTAFF	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
W Navajo	GREYHILLS	1	yes	na	yes	yes	yes	4/4=100%	0/4=0
W Navajo	KAIBETO	1	no	no	na	no	yes	1/4=25%	3/4=75%
W Navajo	KAYENTA	1	yes	yes	na	no	yes	3/4=75%	1/4=25%
W Navajo	LEUPP SCHOOLS	1	yes	yes	yes	no	yes	4/5=80%	1/5=20%
W Navajo	NAVAJO MNT.	1	no	no	na	no	yes	1/4=25%	3/4=75%
W Navajo	RICHFIELD	1	yes	na	yes	no	yes	3/4=75%	1/4=25%
W Navajo	ROCKY RIDGE	1	no	yes	na	yes	no	2/4=50%	2/4=50%
W Navajo	SHONTO	1	no	no	na	yes	yes	2/4=50%	2/4=50%
W Navajo	TUBA CITY	1	yes	no	na	yes	yes	3/4=75%	1/4=25
E Navajo	CHICHILTAH	1	no	no	na	yes	yes	2/4=50%	2/4=50%
E Navajo	CROWNPOINT	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
E Navajo	DLO'AY AZHI	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
E Navajo	DZILTH'NA	1	no	no	no	no	yes	1/5=20%	4/5=80%
E Navajo	HUERFANO DORM	1	yes	yes	yes	yes	no	4/5=80%	1/5=20%

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Line Office	Dorm	Wt	I	II	III	IV	V	Total Yes	Total No
E Navajo	LAKE VALLEY	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
E Navajo	MARIANO LAKE	1	yes	yes	na	yes	no	3/4=75%	1/4=25%
E Navajo	PUEBLO PINYADO	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
E Navajo	WINGATE ELEM.	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
E Navajo	WINGATE HIGH	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Chinle	CHINLE BOARDING	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
Chinle	LOW MOUNTAIN	1	no	no	na	no	no	0/4=0%	4/4=100%
Chinle	LUKACHUKAI	1	yes	no	na	yes	yes	3/4=75%	1/4=25%
Chinle	MANY FARMS	1	yes	na	no	yes	yes	3/4=75%	1/4=25%
Chinle	NAZLINI	1	yes	yes	na	no	no	2/4=50%	2/4=50%
Chinle	Pinon Dormitory	1	no	no	na	yes	no	1/4=25%	3/4=75%
Chinle	ROUGH ROCK	1	yes	yes	yes	no	yes	4/5=80%	1/5=20%
Ft Defiance	CHUSKA	1	yes	yes	na	yes	yes	4/4=100%	0/4=0%
Ft Defiance	CRYSTAL	1	yes	yes	na	yes	yes	4/4=100%	0/4=0
Ft Defiance	DILCON	1	no	no	na	yes	no	1/4=25%	3/4=75%
Ft Defiance	GREASEWOOD	1	no	yes	na	yes	yes	3/4=75%	1/4=25%
Ft Defiance	HOLBROOK DORM	1	yes	na	no	yes	yes	3/4=75%	1/4=25%
Ft Defiance	HUNTERS POINT	1	yes	no	na	no	yes	2/4=50%	2/4=50%
Ft Defiance	KINLICHEE	1	no	no	na	yes	yes	2/4=50%	2/4=50%
Ft Defiance	PINE SPRINGS	1	no	no	na	yes	yes	2/4=50%	2/4=50%
Ft Defiance	SEBA DELKAI	1	yes	yes	na	no	yes	3/4=75%	1/4=25%
Ft Defiance	WIDE RUINS	1	yes	no	na	yes	yes	3/4=75%	1/4=25%
Ft Defiance	WINSLOW	1	yes	yes	yes	yes	yes	5/5=100%	0/5=0%
Portland	CHEMAWA INDIAN	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
Portland	PASCHAL SHERMAN	1	no	yes	yes	yes	no	3/5=60%	2/5=40%
Eastern	CHOCTAW CENTRAL	1	yes	na	yes	yes	yes	4/4=100%	0/4=0%
sum		70							

TABLE IV
Residential Funding Need by Line Office, Dormitory
Standards I-V

Line Office	Dorm	TCost 1	TCost 2	TCost 3	TCost 4	TCost 5	Total No $
Chey River	CHEYENNE - EB	0	0	0	0	0	0
Chey River	PIERRE	0	0	0	0	0	0
Pine Ridge	PINE RIDGE	0	0	0	0	0	0
Rosebud	MARTY INDIAN	0	0	0	0	0	0
Rosebud	ROSEBUD DORMS	0	0	0	0	0	0
Crow/L Brul	CROW CREEK HS	0	0	0	0	0	0
Oklahoma	Carter Seminary	0	0	0	0	5,000	5,000
Oklahoma	EUFAULA DORM	0	0	0	0	2,000	2,000
Oklahoma	JONES ACADEMY	0	0	0	0	0	0
Oklahoma	Riverside Indi	0	0	0	0	0	0
Oklahoma	SEQUOYAH	1,000	0	15,000	0	0	16,000
Billings	BLACKFEET DORM	0	0	0	0	0	0
Minneapolis	FLANDREAU	0	0	0	100,000	0	100,000
Minneapolis	MAHPETON	0	0	0	0	0	0
Ft Apache	THEODORE ROOSE	32,000	0	0	36,173	0	68,173
Papago	SANTA ROSA BOAR	0	0	0	0	0	0
Hopi	KEAMS CANYON	21,114	10,825	0	0	0	31,939
Sacramento	SHERMAN INDIAN	0	0	0	0	0	0
So Pueblos	PINE HILL SCHS	0	0	0	0	0	0
No Pueblos	JICARILLA DORM	0	0	0	0	0	0
No Pueblos	SANTA FE	0	0	0	0	0	0
Shiprock	ANETH	0	0	20,145	15,000	0	35,145
Shiprock	AZTEC DORMITORY	0	0	0	0	0	0
Shiprock	NAVAJO PREP	0	0	0	0	0	0
Shiprock	NENAHNEZAD	0	0	0	0	0	0
Shiprock	SHIPROCK DORM	0	0	0	29,500	0	29,500
Shiprock	TEECNOSPOS	0	30,000	30,000	0	0	60,000
Shiprock	TOADLENA	0	0	0	0	1,000	1,000
W Navajo	DENNEHOTSO	32,375	30,320	0	0	0	62,695
W Navajo	FLAGSTAFF	0	0	0	0	0	0
W Navajo	GREYHILLS	0	0	0	0	0	0
W Navajo	KAIBETO	79,000	35,000	0	7,200	0	121,200
W Navajo	KAYENTA	0	0	0	0	0	0
W Navajo	LEUPP SCHOOLS	0	0	0	44,000	0	44,000
W Navajo	NAVAJO MNT.	30,771	15,386	0	18,604	0	64,761
W Navajo	RICHFIELD	0	0	0	0	0	0
W Navajo	ROCKY RIDGE	128,000	0	0	0	0	128,000
W Navajo	SHONTO	40,000	55,000	0	0	0	95,000
W Navajo	TUBA CITY	0	82,880	0	0	0	82,880
E Navajo	CHICHILTAH	27,190	15,622	0	0	0	42,812
E Navajo	CROWNPOINT	0	0	0	0	0	0
E Navajo	DLO'AY AZHI	0	0	0	0	0	0
E Navajo	DZILTH'NA	10,000	8,500	8,500	1,000	0	28,000
E Navajo	HUERFANO DORM	0	0	0	0	0	0

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Line Office	Dorm	TCost 1	TCost 2	TCost 3	TCost 4	TCost 5	Total No $
E Navajo	LAKE VALLEY	0	0	0	0	0	0
E Navajo	MARIANO LAKE	0	0	0	0	0	0
E Navajo	PUEBLO PINTADO	0	0	0	0	0	0
E Navajo	WINGATE ELEM.	0	0	0	0	0	0
E Navajo	WINGATE HIGH	0	0	0	0	0	0
Chinle	CHINLE BOARDING	0	0	0	0	0	0
Chinle	LOW MOUNTAIN	35,000	35,000	0	0	0	70,000
Chinle	LUKACHUKAI	0	45,000	0	0	0	45,000
Chinle	MANY FARMS	0	0	40,000	0	0	40,000
Chinle	NAILINI	0	0	0	3,000	5,000	8,000
Chinle	Pinon Dormitory	0	0	0	0	0	0
Chinle	ROUGH ROCK	0	0	0	40,000	0	40,000
Ft Defiance	CHUSKA	0	0	0	0	0	0
Ft Defiance	CRYSTAL	0	0	0	0	0	0
Ft Defiance	DILCON	53,600	54,360	0	0	0	107,960
Ft Defiance	GREASEWOOD	38,000	0	0	0	0	38,000
Ft Defiance	HOLBROOK DORM	0	0	0	0	0	0
Ft Defiance	HUNTERS POINT	0	0	0	0	0	0
Ft Defiance	KINLICHEE	0	0	0	0	0	0
Ft Defiance	PINE SPRINGS	0	0	0	0	0	0
Ft Defiance	SEBA DELKAI	0	0	0	0	0	0
Ft Defiance	WIDE RUINS	0	25,000	0	0	0	25,000
Ft Defiance	WINSLOW	0	0	0	0	0	0
Portland	CHEMAWA INDIAN	0	0	0	0	0	0
Portland	PASCHAL SHERMAN	55,000	0	0	0	0	55,000
Eastern	CHOCTAW CENTRAL	0	0	0	0	0	0
SUB		583,050	442,893	113,645	294,477	13,000	1,447,065

EXHIBITS

Exhibit I ..... FY 1994 OIEP Monitoring & Evaluation Schedule

Exhibit II ..... FY 1994 Monitoring Teams

Exhibit III .....Synopses of On-site Findings

EXHIBIT I

OIEP Monitoring and Evaluation Schedule - FY 1994

	School	Agency/Area
October	1. Sac & Fox Settlement	Minneapolis
	2. Pierre Indian Learning Center	Cheyenne River
November	3. Marty Indian School	Rosebud
	4. Havasupai School	Hopi
	5. Polacca	Hopi
	6. Four Winds Community School	Sisseton
	7. Crow Creek Reservation High Sch.	Crow Creek/Lower Brule
	8. Little Wound Day	Pine Ridge
	9. Crazy Horse School	Pine Ridge
	10. Kaibeto Boarding School	Western Navajo
December	11. Menominee Tribal School	Minneapolis
	12. White Shield School	Turtle Mountain
	13. Rosebud Dormitories	Rosebud
	14. Rocky Ridge Boarding	Western Navajo
	15. Tonalea Day School	Western Navajo
January	16. Kickapoo Nation School	Oklahoma
	17. Yakima Tribal School	Portland
	18. Lummi High School	Portland
	19. Laguna Middle School	Laguna
	20. Dibe Yazhi Habitiin	Eastern Navajo
	21. Wingate High School	Eastern Navajo
	22. Paschal Sherman School	Portland
	23. Two Eagle River	Portland
February	24. Theodore Jamerson	Standing Rock
	25. Jicarilla Dorms	Northern Pueblos
	26. Aztec Dormitory	Shiprock
	27. Beclabito Day School	Shiprock
	28. Cibecue Community School	Ft. Apache
	29. Ojo Encino Day School	Eastern Navajo
	30. Pueblo Pintado Comm. School	Eastern Navajo
	31. Blackwater Community School	Pima
March	32. Kinlichee Boarding School	Fort Defiance
	33. Crystal Boarding School	Fort Defiance
	34. Red Rock Day School	Shiprock
	35. Shiprock Reservation Dormitory	Shiprock
	36. Many Farms High School	Chinle
	37. Standing Pine Elem. School	Eastern States
	38. Tucker Elementary School	Eastern States
	39. Chitamacha Day School	Eastern States
April	40. Hannahville Indian School	Minneapolis
	41. Alamo Navajo School	Eastern Navajo
	42. Wide Ruins Boarding School	Fort Defiance
	43. San Felipe Day School	Southern Pueblos
	44. Rock Point Community School	Chinle
	45. St. Stephens Indian School	Billings
	46. Blackfeet Dormitory	Billings
May	47. Indian Township School	Eastern States
	48. Indian Island School	Eastern States

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MONITORING TEAMS – FY 1994

SAC & FOX SETTLEMENT – 10/18–22/94
Ms. Sandra Gjelde, Team Leader, Education Consultant
Dr. Bette Hoskins, Monitoring/Evaluation, OIEP
Mr. George Cohre, Black Mesa School
Mr. James Begay, School Board, Black Mesa School
Mr. Peter Camp, Chapter 1, OIEP
Mr. Doug Johnson, Facilities
Ms. Marsha LaFollette, Special Education Consultant

PIERRE INDIAN LEARNING CENTER – 10/25–29/93
Dr. Karen Swisher, Team Leader, Professor, Arizona State
Dr. Lee Antell, Minnesota Community College System
Ms. Dottie Hobson, Dilcon School
Mr. James Paddock, School Board, Dilcon School
Mr. William Bell, Chapter 1, OIEP
Mr. Glenn Allison, ISEP, OIEP
Mr. Tom Gerhart, Facilities

MARTY INDIAN SCHOOL – 11/01–05/93
Dr. Roger Bordeaux, Team Leader, Education Consultant
Mr. Marcel Kurtzman, Alamo Navajo School
Mr. William Bell, Chapter1, OIEP
Mr. Tom Gerhart, Facilities
Ms. Marsha LaFollette, Special Education Consultant

HAVASUPAI SCHOOL – 11/15–19/93
Dr. Karen Swisher, Team Leader, Professor, Arizona State
Mr. Emmett White Temple, Rock Creek Day School
Mr. Charles Red Bear, School Board, Rock Creek Day School
Mr. Russ Cannon, Facilities
Dr. Chris Meyer, Special Education Consultant

POLACCA DAY SCHOOL – 11/15–19/93
Dr. Rick St. Germaine, Team Leader, University of Wisconsin
Sister Judith Enga, Education Consultant
Ms. Wanda Sorenson, Kaibeto Boarding School
Ms. Jennifer Davis, Chapter 1, OIEP
Mr. Russ Cannon, Facilities
Dr. Marilyn Johnson, Special Education Consultant

TATE TOPA (FOUR WINDS) COMMUNITY SCHOOL – 11/15–19/93
Mr. Randy Pierre, Team Leader, Dir., Dept. of Education, Ogiala Sioux Tribe
Dr. Morton McCluskey, Education Consultant
Dr. Larry Belgarde, Turtle Mountain College
Mr. Merlin Bahnor, Education Specialist, Portland Area Office
Mr. Rod Clark, Facilities
Ms. Marsha LaFollette, Special Education Consultant

CROW CREEK RESERVATION HIGH SCHOOL – 11/15–19/93
Dr. Mike Dean, Team Leader, Education Consultant
Ms. Judi Chapman, Education Consultant
Dr. Charlie Parker, Cheyenne River Agency Superintendent for Education
Mr. Peter Camp, Chapter 1, OIEP
Mr. Ray Bucklund, Facilities
Dr. William Callahan, Special Education Consultant

LITTLE WOUND DAY SCHOOL – 11/15–19/93
Dr. Dave Beaulieu, Team Leader, Education Consultant
Dr. Marlene Ward, Cincinnati Public Schools
Dr. Mike Hill, Salish–Kootenai College
Mr. Ray Bucklund, Facilities
Dr. Ellen Englehart, Special Education Consultant

CRAZY HORSE SCHOOL 11/15–19/93
Dr. Jon Reyhner, Team Leader, Eastern Montana State
Mr. Bryon Lewis, Education Consultant
Mr. Andy Bunden, Tribal Department of Education
Mr. Mike Smith, Chapter 1, OIEP
Mr. Glenn Allison, ISEP, OIEP
Mr. Ray Bucklund, Facilities
Dr. Ellen Englehart, Special Education Consultant

KAIBETO BOARDING SCHOOL 11/29–12/03/93
Ms. Karen Fenton, Team Leader, Education Consultant
Mr. Leland Bordeaux, State Oneska University
Mr. Leroy Chief, Education Consultant
Mr. Arnold Avina, Facilities
Dr. Laura Mowry, Special Education Consultant

MENOMINEE TRIBAL SCHOOL 12/06–10/93
Mr. Rick Albers, Team Leader, Education Consultant
Ms. Carolyn Bordeaux, Education Consultant
Dr. Loretta DeLong, Ojibwa Indian School
Mr. Glenn Allison, ISEP, OIEP
Mr. Charles Hall, Facilities
Dr. William Callahan, Special Education Consultant

WHITE SHIELD SCHOOL 12/06–10/93
Mr. Tom Allen, Team Leader, Education Consultant
Ms. Carol Davis, Turtle Mountain College
Mr. Larry LaCounte, University of Montana
Mr. Rod Clark, Facilities
Dr. Dean Myers, Special Education Consultant

ROSEBUD DORMITORIES 12/06–10/93
Dr. Dave Beaulieu, Team Leader, Education Consultant
Mr. Ray Bucklund, Facilities
Dr. Lee Parks, Special Education Consultant

ROCKY RIDGE BOARDING SCHOOL 12/13–17/93
Ms. Carmen Taylor, Team Leader, Director, NISBA
Dr. Rick St. Germaine, University of Wisconsin
Dr. Linda Merthen, Professor, University of Arizona
Mr. Leroy Sahlestewa, Facilities
Dr. William Callahan, Special Education Consultant

TONALEA BAY SCHOOL 12/13–17/93

Dr. Jon Reyhner, Team Leader, Eastern Montana State
Dr. L.A. Napier, Professor, University of Colorado
Ms. Charlotte Garcia, Sky City School
Mr. Peter Camp, Chapter 1, OIEP
Mr. Leroy Sahlestewa, Facilities
Mr. Steve Lenhti, Special Education Consultant

KICKAPOO NATION SCHOOL 1/10–14/94

Dr. Lee Antell, Team Leader, Minnesota Community College System
Mr. Eddie Hinkaddy, Education Consultant
Mr. Bruce Hoffman, Miccosukee Day School
Mr. Russ Cannon, Facilities
Ms. Bobbie Hodgkin, Special Education Consultant

YAKIMA TRIBAL SCHOOL 1/10–14/94

Mr. Rick Albers, Team Leader, Education Consultant
Ms. Maxine Wyatt, Pyramid Lake School
Mr. William Bell, Chapter 1, OIEP
Mr. Boyd Robinson, Facilities
Dr. Chris Myer, Special Education Consultant

LUMMI HIGH SCHOOL – 1/10–14/94

Dr. Robert Swan, Team Leader, Education Consultant
Mr. Talley Plume, Oglala Tribal Department of Education
Ms. Marsha LaFollette, Special Education Consultant

LAGUNA MIDDLE SCHOOL 1/10–14/94

Dr. Mike Dean, Team Leader, Education Consultant
Ms. Joan Estes, North Dakota State Department of Education
Mr. Alan Caldwell, Menominee Tribal School
Mr. Peter Camp, Chapter 1, OIEP
Mr. Dick Crissler, Facilities
Dr. Marilyn Johnson, Special Education Consultant

DINE YAZHI HABITIN 1/10–14/94

Dr. Rick St. Germaine, Team Leader, University of Wisconsin
Dr. Jeanita Campis, Education Consultant
Ms. Marcella Vaughn, Red Water Elementary School
Ms. Jennifer Davis, Chapter 1, OIEP
Mr. Arnold Arvin, Facilities
Dr. Ellen Englehart, Special Education Consultant

WINGATE HIGH SCHOOL 1/10–14/94

Dr. Jon Reyhner, Team Leader, Eastern Montana State
Ms. Bonnie Pacquin, Education Consultant
Dr. Mary Hall, Superintendent, Tahola Public Schools
Dr. Marlene Ward, Cincinnati Public Schools
Mr. Herb Rahm, Pine Ridge High School
Ms. Jennifer Davis, Chapter 1, OIEP
Mr. Bruce Hoover, Facilities
Dr. Dean Myers, Special Education Consultant

PASCUAL SIVERSMAN SCHOOL 1/24–28/94

Ms. Karen Fenton, Team Leader, Education Consultant
Ms. Patricia Martin, Washington State Dept. of Education
Ms. Lena Shanghnessey, Education Specialist, OIEP
Mr. William Bell, Chapter 1, OIEP
Mr. Stan Wurth, Facilities
Dr. William Callahan, Special Education Consultant

TWO EAGLE RIVER SCHOOL 1/24–28/94

Mr. Tom Allen, Team Leader, Education Consultant
Mr. Larry Mandana, Takini School
Mr. William Bell, Chapter 1, OIEP
Mr. Tom Gerhart, Facilities
Ms. Marsha LaFollette, Special Education Consultant

EXHIBIT III
Synopses of On-Site Findings

ROSEBUD DORMITORY

Rosebud Agency

BIA Peripheral Dormitory 1-12

Enrollment:
1990-91 65
1991-92 62
1992-93 65
1993-94 76

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH

Data not available, dormitory program only.

Daily Attendance: Not available

Strengths:

1. The staff and members of the board have a consistent, common view of the needs of students, as well as the significant issues and needs for program improvement of the dormitory. Progress has been made recently in the development of new programs and approaches consistent with these views.
2. Without the dormitory many students would not go to school, would not find education a successful experience and would have many critical personal, social and developmental needs unmet.
3. The staff at the dormitory are very caring and dedicated to students. There is strong evidence of a developing team spirit, a sense of cooperation and community among staff, board members and others associated with the dormitory.
4. The point system and dormitory store are excellent. All staff have worked together over a several month period to develop and refine a system that works well to motivate children to work hard on school work, citizenship, and the work ethic. It is a positive-oriented program that the students enjoy.
5. The study hall system is especially commendable. It provides daily attention to guided independence in academic involvement. In addition to its value of improving grades, it teaches the value of home work and study.

Major Improvements Needed:

1. Training, in general, is an important issue to address. It is recommended that a plan for training be developed which covers, at a minimum, competencies in teaching students with learning problems, interpretation of test scores, study skills and substance abuse prevention. This training plan should be incorporated into the dormitory improvement plan. Secretaries and janitors should be included.
2. The dormitory should develop a comprehensive approach to assist student learning in cooperation with the school, including an emphasis on the development of student basic reading, math and study skills. The tutorial needs of students should be specifically defined.
3. The dormitory needs to increase formal opportunities to comprehensively review individual student academic and social needs, evaluate the extent to which the dormitory is meeting student needs and recommend individual and group activities.
4. There is a significant need to develop leadership training for the dormitory. The dormitory should develop an improvement plan to stimulate an atmosphere of change and innovation, to seek out and develop enduring, relationships with schools and other groups, and secure additional resources for the development and enhancement of the dormitory.
5. The dorm needs to develop an improvement plan based upon a comprehensive needs assessment. The dorm should review and revise its mission statement, establishing goals and objectives to measure the extent to which it is accomplishing its mission.

BIA DORMITORY STANDARDS COMPLIANCE VALIDATION

Rosebud Dormitory complies with all the BIA dormitory standards.

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ROCKY RIDGE BOARDING SCHOOL

Western Navajo Agency BIA Boarding School K-8 North Central Accreditation

Enrollment:

1989-90	243
1990-91	230
1991-92	233
1992-93	237

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 2	13.3	13.5	19.7
Grade 3	51.1	53.9	68.5
Grade 4	32.3	37.1	44.2
Grade 5	32.6	40.7	31.5
Grade 6	25.2	31.7	30.8
Grade 7	36.3	40.3	39.1
Grade 8	37.6	36.6	34.6

Daily Attendance: 92% Good **BIA CTBS Average** - 32.0

Strengths:

1. The staff are caring. They are ready for change and a clear direction with a focus on children.
2. The efforts at parental communication are commendable. The parent conferences and dinners, the Chapter 1 newsletter, and the special education parent organization are good examples of parental involvement.
3. The library is a valuable resource.
4. The teaching assistants are an invaluable resource. They provide the link to Navajo culture and language, provide important role modeling, and provide much needed support to teachers with full classrooms.
5. The All Star Peer Leadership Program is a positive approach to discipline and positive role modeling.
6. The science projects are an example of using high expectations to create an environment for success and to make learning meaningful and fun.

Major Improvements Needed:

1. A comprehensive needs assessment should be conducted which would include input from parents, staff, students, and community. The monitoring and evaluation are a good beginning.
2. Past efforts should be renewed regarding Effective Schools including the use of committees to work on action plans as part of the overall school improvement plan. Committees should be as diverse and inclusive as possible.
3. There should be an opportunity for participation and shared governance which promotes collegiality among all stakeholders.
4. Options should be explored for sharing specialists in areas where no individual school can jusify the added expense of specialized services.
5. A comprehensive training/professional development plan and program need to be developed. This should be based on the comprehensive needs assessment and part of the overall school improvement plan and should involve all stakeholders.
6. A comprehensive computer technology program should be developed including a technician onsite to provide functions such as technical assistance, installation, repair, inventory, maintenance of equipment, and demonstration of equipment and software.

BIA ACADEMIC STANDARDS COMPLIANCE VALIDATION

Rocky Ridge Boarding School follows the North Central Association standards.

Admin. Regs., T/S Ratios, Subs., Enrollment/Attendance Policy: Funds are needed for compliance for teacher/student ratio.

Counseling Services/Testing: Funds are needed for a full-time counselor.

BIA DORMITORY STANDARDS COMPLIANCE VALIDATION

Standard I - General Provisions: There is a need for a homeliving specialist.

Standard II - Elementary Level Dorms: There is a need for a certified counselor.

Standard V - Space and Privacy: There is a need for two additional dormitory wings.

PASCHAL SHERMAN INDIAN SCHOOL

Portland Area Office | Grant Day School K-8 | Northwest Accrediting Commission

Enrollment:

1990-91	159
1991-92	130
1992-93	172
1993-94	192

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	59.3	44.2	53.6
Grade 1	26.8	35.5	39.9
Grade 2	24.9	23.6	46.9
Grade 3	30.1	25.4	37.4
Grade 4	33.0	29.2	30.7
Grade 5	37.1	37.3	42.5
Grade 6	30.2	30.7	34.7
Grade 7	36.5	37.0	42.9
Grade 8	44.3	44.3	44.1

Daily Attendance: 98% (Excellent) **BIA CTBS Average** – 32.0

Strengths:

1. Paschal School's gifted and talented program is outstanding.
2. There is effective communication between all "stakeholders," i.e., students, staff, administration, residential and board members.
3. The cooperative agreement between Paschal School and the Omak Public School District is excellent. This includes the working relationship between staff as well as board(s).
4. Students feel safe and supported. This is evidenced by the numbers of students who stay in the dorms on weekends in addition to the high attendance rate.
5. There is a commitment by the special education staff to schedule students in the least restrictive environment.
6. There is evidence of commitment and conscientious efforts on behalf of the student body by administration, staff and board.

Major Improvements Needed:

1. Efforts should be continued to seek any and all sources of funding for building new facilities.
2. A student/parent handbook should be developed that includes dormitory policies.
3. An avenue should be developed for better, more effective, parent involvement.
4. Culture should be incorporated into all aspects of the academic and residential programs.
5. The special education "violence prevention curriculum" should be expanded to include all grade levels.
6. Parental training programs should be established independent of or with IHS.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Paschal Sherman Indian School follows Northwest Accrediting Commission standards.
Library/Media Program: Funds are needed to hire a librarian.

BIA DORMITORY STANDARDS COMPLIANCE VALIDATION

Standard IV – Homeliving: There is a need to employ additional staff to meet required student/staff ratio.

TWO EAGLE RIVER SCHOOL

Portland Area | Grant Day 9-12 | State of Montana and NCA Accreditation

Enrollment:

1990-91	70
1991-92	89
1992-93	73
1993-94	91

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 9	26.7	26.3	34.7
Grade 10	41.1	33.9	34.0
Grade 11	38.7	37.8	37.2
Grade 12	79.1	68.0	55.8

Daily Attendance: 75% (Poor)

BIA CTBS Average – 32.0

Strengths:

1. The point system, contracts, bi-weekly reports and progress reviews give students frequent feedback and intrinsic incentive.
2. There is a strong emphasis on tribal culture and values including classes and activities.
3. Two Eagle River School is developing thematic units in the culture, Chapter 1/business and math/technology areas.
4. Authentic assessments such as research papers, reading and math assessments measure student outcomes in an appropriate manner prior to graduation.
5. Two Eagle River School has an overall safe and supportive environment including care for students, appearance of the campus and building and excellent food service.
6. Teachers are flexible, innovative and supportive in individualizing instruction or using small groups to meet the needs of students.

Major Improvements Needed:

1. Involve all stakeholders in reviewing the mission and philosophy, defining what they mean and how they will be put into practice.
2. Utilize the defined mission and philosophy to develop student outcomes, authentic assessment of the outcomes and a structure/curriculum processes to have all students achieve the outcomes.
3. Make a major effort to increase parent support through home visits, parent training and public relations activities.
4. Upgrade cooperation and teamwork through staff training (team building, communication, problem-solving) and structures (School Effectiveness Team and sub-teams, thematic groups, special and Multi-Disciplinary Teams).
5. Clarify the roles of the school board, superintendent and principal and make every effort to stabilize the administration.
6. Review the accreditation requirements for Montana and Northwest in terms of the Two Eagle River School mission and community wishes and either meet the requirements or seek an alternative.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Two Eagle River School follows the State of Montana and Northwest Association guidelines.
Two Eagle River currently meets all guidelines.

DIBE YAZHI HABITIIN SCHOOL

Eastern Navajo Agency | Grant Day K-8 | State of NM Candidate

Enrollment:

1990-91	185
1991-92	185
1992-93	178
1993-94	210

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	47.9		61.8
Grade 1	19.8	28.0	27.7
Grade 2	53.2	45.6	62.4
Grade 3	35.0	39.5	37.1
Grade 4	24.6	32.0	24.9
Grade 5	8.5	22.1	12.5
Grade 6	12.0	36.3	21.3
Grade 7	27.1	38.9	29.3
Grade 8	25.6	41.0	40.2

Daily Attendance: 92% (Good)

BIA CTBS Average – 32.0

Strengths:

1. The staff is to be commended for their efforts in assessing instructional, curriculum, and other school development items with initial needs assessment efforts and intentions to pursue accreditation from the New Mexico Department of Education.
2. Navajo-speaking teacher assistants ably support the academic program. The high percentage of Navajo instructional staff provides opportunities for students to emulate positive role models.
3. Special Education teacher provides effective instruction, delivers timely/effective reinforcement, provides an environment conducive to learning, and the Navajo language is used to clarify instruction.
4. The principal has high expectations for students. Students display healthy attitude toward the school and toward instruction.
5. The school counseling program provides preventive and crisis counseling. Coordination between the counselor and teachers is commendable.
6. The principal follows a philosophy of participatory management. School staff demonstrate an interest in the needs of students, especially through the student council organization.

Major Improvements Needed:

1. Conduct and regularly update an overall School Improvement Plan based on assessed/documented needs, incorporating participation from all applicable entities. Self-nominate the school as a B.E.S.T. participant and activate a B.E.S.T./S.E.T. committee to conduct school improvement planning/training.
2. Implement a comprehensive curriculum alignment, development, and resources identification process based on an accreditation self-study and other needs assessment data. Teachers/staff should become familiar with research on native language and second language acquisition.
3. Increase the number of formal classroom observations each school term to ensure an appropriate and effective teacher evaluation process. Revise the teacher evaluation with active input from teachers.
4. Increase the library budget and/or identify supplemental or other funding resources to expand the current library books by 1,000 items during the next three years. An appropriation should be made to reduce and replace dated library/media program resources.
5. Review administrative structure needs to allow principal adequate time to be visible, make frequent classroom observations and follow-up sessions with teachers, provide for staff development and training needs, staff involvement in decision-making, and other instructional leadership roles/functions
6. Increase the number of certified Navajo or Indian teachers as vacancies occur in the teaching staff.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Dibe Yazhi Habitiin Olta School is a candidate for the State of New Mexico accreditation.

Standard II: Administrative Requirements: Additional certified instructional staff needed.

Standard IV: Curriculum Development: Curriculum needs to be updated.

Standard XIII: Library/Media Program: Additional library materials are needed.

Standard XV: Counseling Services: A certified counselor is needed.

Standard XVI: Student Activities: Extracurricular activities are needed.

KAIBETO BOARDING SCHOOL

Western Navajo Agency | BIA Boarding K-8 | NCA Candidate

Enrollment:

1990-91	374	95 DORM
1991-92	337	53
1992-93	404	102
1993-94	409	127

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	33.1		35.2
Grade 1	21.7	18.0	30.5
Grade 2	23.1	26.4	34.1
Grade 3	29.1	29.3	37.4
Grade 4	22.2	24.7	31.2
Grade 5	35.4	46.3	38.8
Grade 6	21.3	32.8	33.9
Grade 7	30.2	33.4	33.7
Grade 8	31.4	37.7	33.2

Daily Attendance: 98% (Excellent)

BIA CTBS Average – 32.0

Strengths:

1. Participatory management relative to the school board and Chapter House(s) in school planning and school attendance improvement is effective.
2. Administration and staff are highly committed and demonstrate a cooperative spirit in developing and implementing sound educational programs.
3. Facilities management personnel maintain excellent history files for each building, as well as accomplishing preventive maintenance work.
4. The Special Education teacher exemplifies the use of outstanding curriculum and instructional programs by encouraging "hands on", concrete interactive learning, problem-solving, critical thinking in a thematic, integrated instructional design.
5. There is a very strong, cooperative working relationship between the principal and the school board. The school board is very supportive of the principal and his "vision".
6. Though in early implementation stages, there is a real strength in the initiation of both the parent/community advisory committee and the student advisory committee.

Major Improvements Needed:

1. The residential facilities are in dire need of repairs and need to be brought into safety compliance
2. Planning and prioritizing of work schedules and materials in facilities management rather than a "service call" basis would greatly enhance the effectiveness of the facilities management service.
3. The special education personnel should identify and hire, on a consistent basis, professionals to provide diagnostic evaluations and ancillary services that best meet the needs of special needs children. Contracts to the lowest bidder should be abolished.
4. Comprehensive counseling personnel and services need to be a priority in school, special education program, and dormitory programs.
5. Review, re-define and implement a more comprehensive culturally relevant curriculum.
6. Explore and implement an Intensive Residential Guidance Program.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Kaibeto Boarding School follows the North Central Association Accreditation guidelines.

Counseling Services: A certified counselor is needed in both the dormitory and academic program.

Library/Media Program: Library books need to be updated.

Elementary Instructional Program: Computer instruction needs to be provided.

Junior High Instructional Program: Computer instruction needs to be provided.

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LAGUNA MIDDLE SCHOOL

Laguna Agency | Grant Day 6-8 | State of New Mexico Accreditation

Enrollment:

1991-92	64
1992-93	173
1993-94	178

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 6	39.2	37.6	34.5
Grade 7	38.2	39.7	31.8
Grade 8	38.5	44.0	30.0

Daily Attendance: 93% (Good)

BIA ITBS Average – 32.0

Strengths:

1. The school administration and staff are enthusiastic and have a clear vision of what they would like to accomplish. The staff is eager and works extremely hard to develop programs and activities for the benefit of students.
2. A high level of expectations is exhibited by the school and community.
3. The principal, based on staff interviews and observations, is respected by staff and students. His leadership style is positive and supportive with a lot of interaction which promotes participation of staff and students in the school.
4. Integration of students with special needs into the regular program is an excellent policy.
5. The school has excellent technology to support and extend learning.
6. The new Laguna Middle School facility is unique; both students and faculty care for the school and the facility is accessible to all.

Major Improvements Needed:

1. A decision needs to be made as soon as possible regarding whether Laguna Middle School will adopt a middle school or junior high school philosophy and organization, and that curriculum development then proceed based on the decision.
2. The Mission Statement needs to be reviewed and reformulated with full participation of the school board and all other applicable stakeholders.
3. Parental involvement at all levels of the school must be increased.
4. The school and community should work toward the development and inclusion of cultural and linguistic programs as part of the school's instructional program, and secure necessary resources.
5. A comprehensive program, including staff training, must be developed which addresses the following: substance abuse prevention, AODA, health education, and child protection.
6. A facilities staff work area should be established and transportation needs to be reviewed, including the addition of a new "After School Bus Route" and the acquisition of a new school bus to replace to old one.

BIA ACADEMIC STANDARDS COMPLIANCE VALIDATION

Laguna Middle School presently meets all BIA academic standards.

LITTLE WOUND DAY SCHOOL

Pine Ridge Agency | Grant/Day K-12 | State of South Dakota Accreditation

Enrollment:

1990-91	656
1991-92	679
1992-93	671
1993-94	810

Total Battery Test Scores (1992) in NCE's:

GRADE	READ	LANG	MATH
Grade 2	45.7	31.3	49.7
Grade 3	41.1	30.5	32.7
Grade 4	42.7	36.2	37.7
Grade 5	41.2	27.6	28.2
Grade 6	36.4	37.4	35.0
Grade 7	31.3	33.9	30.8
Grade 8	33.6	34.3	33.1
Grade 9	31.0	27.2	29.3
Grade 10	30.5	28.4	28.7
Grade 11	31.0	30.6	27.9
Grade 12	34.5	28.3	27.9

Daily Attendance: 78% (Poor) **BIA Stanford Average** – 32.0

Strengths:

1. The school has an adequate supply of textbooks and educational resources available for instruction. Textbooks are up-to-date.
2. Supervisor meetings prior to board meetings, monthly reports and required attendance of supervisors at the general board meetings provide for effective discussion and information important and relevant to decisions.
3. The policy and procedures manual is very complete and up-to-date. It clearly articulates the policies of the school.
4. There exists, within the faculty and among the principals, many good ideas for improving curriculum and instruction. There is high potential for effective change and development.
5. The school board's role is appropriate to the effective operation of the school. The board is well informed of school issues and acts upon documented information. Actions of the board are well documented.
6. The student climate in the school appears supportive and comfortable. Students perceive the school to be a good place to be, with teachers and staff who are fair and interested in students personally.

Major Improvements Needed:

1. The school needs to develop a set of measurable outcomes to determine the extent to which it has accomplished its mission.
2. The school needs to develop and use relevant test data for decision-making regarding instructional and curriculum strategies.
3. There is a K-8 curriculum currently under revision which is not being implemented. The high school does not have an articulated curriculum. There is a need to develop community-appropriate curriculum which drives instruction and includes authentic or performance-based assessment.
4. There is a general broad-based need to increase the amount of time devoted to instruction and to focus on more effective use of instruction time available. Instructional strategies which improve time on task should be developed.
5. The school needs to determine the reasons why students across the board generally see themselves as not being interested in learning. The school should consider the development of a peer recognition program and enable students to be directly involved in the design of individual learning plans for themselves.
6. There is a need to create time and a forum for the faculty of the elementary, middle and high school to enable discussion of common curricular and instructional issues, particularly as they relate to the transfer of students from one school to another and school-wide graduation and achievement goals.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Little Wound Day School follows the State of South Dakota Accreditation guidelines.

Standard IV: Curriculum Development Process. There is a need for systematic curriculum development.

MENOMINEE TRIBAL SCHOOL

Minneapolis Area Grant Day K-8 NCA Candidate

Enrollment:

1990-91 167
1991-92 197
1992-93 203
1993-94 238

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	37.0	32.0	41.0
Grade 2	38.0	35.0	38.0
Grade 3	34.0	31.0	37.0
Grade 4	40.0	45.0	53.0
Grade 5	42.0	46.0	42.0
Grade 6	35.0	33.0	33.0
Grade 7	41.0	41.0	35.0
Grade 8	44.0	38.0	36.0

Daily Attendance: 90% (Average)

BIA CTBS Average – 32.0

Strengths:

1. The leadership and staff of the school exhibit consistent caring, openness, warmth, leadership, and commitment toward not only "effectiveness" in programs/services of the school, but also extends toward "excellence" as a goal.
2. The Tribal Legislature and Board of Education have demonstrated considerable initiative and commitment to the development of a comprehensive educational structure which promotes excellence in education, through the formation of a Tribal Department of Education encompassing all education and training programs, the creation of a Parent-Teacher Organization, and extended home-school coordination and consultation activities.
3. The Menominee Tribal School has an established mission, philosophy and goals which are culturally-based, and which are incorporated into handbooks and disseminated throughout the school facilities.
4. The mission, curriculum and symbolic representation of the Menominee Tribal School reflects a strong culture base. This cultural base is strengthened through Menominee language and culture being provided as a K-8 core curriculum requirement and initiatives to design and integrate a holistic (mental; physical; spiritual; social; emotional; other) learning program at the school.
5. The school facilities are spacious and located in a very positive and accessible setting.
6. The school employs a Counselor and an Alcohol and Other Drug Counselor who are designing and implementing an overall counseling program that is designed to meet student needs.

Major Improvements Needed:

1. Expand instructional leadership opportunities of the Principal through restructuring the existing duties and responsibilities to provide for teacher classroom observations, policy and procedure recommendations, providing leadership for school improvement and NCA accreditation, and a wide range of additional leadership tasks.
2. Implement a process that includes student, staff, parent, and other community member input in reviewing and revising the existing discipline plan.
3. Design and implement a comprehensive data and information acquisition, analysis, use, and reporting system designed to complement a developed School Improvement Plan, report student data (enrollment,; attendance; drop/transfer; other) on a weekly basis, use cumulative data performance measures to evaluate school effectiveness from a student-centered perspective (including "authentic assessment" methods developed) as information for on-going school assessment and planning.
4. Conduct a comprehensive needs assessment to determine the needs of the community, school staff, parents, and students in terms of what the curricula of the school should be. Ensure that the curriculum developed is school-wide, culturally-based, developmentally appropriate, and complete with assessment and evaluation procedures which accomplish the mission, goals and philosophy of Menominee Tribal School.
5. Employ a school librarian, create a larger space for a library, and provide additional books, materials, and other resources in the library.
6. Organize and review existing documents, policies, procedures and information into a comprehensive policy manual.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

The Menominee Tribal School acquired Candidacy through Wisconsin NCA consortium for 1992-93.

Standard XIII: Library/Media Program. Need a certified librarian.

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POLACCA DAY SCHOOL

Hopi Agency | BIA Day K-6 | NCA Accreditation

Enrollment:

1990-91	120
1991-92	128
1992-93	158
1993-94	157

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 2	39.4	44.0	41.6
Grade 3	36.4	28.5	31.3
Grade 4	33.5	35.9	27.9
Grade 5	37.8	42.5	40.8
Grade 6	34.3	33.9	34.8

Daily Attendance: 92% (Good)

BIA CAT Average - 39.0

Strengths:

1. The staff should be commended for their overall support and effort in doing extra for students which was identified as a strength area by students. Staff-student relations are positive.
2. The staff is to be commended for their efforts in assessing instructional, curriculum, and other school development items with extensive work on the NCA self-study in 1993. The school has a comprehensive education needs assessment which should well serve their planning needs.
3. The school is actively involved in activities devoted to alcohol/drug prevention and has a goal of establishing a school team approach. A full-time certified guidance counselor and alcohol/substance abuse counselor are considered effective elements of the school program. The counseling program is designed to increase student self-esteem.
4. Teacher-parent communication regarding student progress is facilitated through an active Parent Teacher Organization and quarterly parent-teacher conferences.
5. Some classrooms integrate Hopi/Tewa language and culture lessons into the school curriculum, much of it through the ingenuity and personal interest of individual teachers and teacher aides. The school established events supportive of the heritage of the Hopi/Tewa community, e.g. American Indian Day, Elder's Day, Parents' Day, and Traditional Dress Days.
6. The library is organized with a full-time librarian as an active learning center with a weekly instruction program for all students. The librarian seeks the input of teachers when ordering books and materials: "Book Links" is distributed to all teachers to choose which books will best work with their whole language program.

Major Improvements Needed:

1. The principal should focus primary attention on improvement of instruction in the school with adequate monitoring, inservice training of the new instructors, communication and identification of roles and responsibilities.
2. Implement a comprehensive curriculum alignment, development, and resources identification process based on assessed needs under the leadership of the school curriculum committee with representation from administration, teachers, teacher aides, and parents. The total curriculum established needs to address proficiency levels, student learning outcomes, horizontal and vertical articulation, evaluation procedures, supportive resources, entry level proficiencies, and other factors identified as needing to be addressed in a learning model.
3. Improve communication internally and with the community. Efforts in improving parent involvement strategies, curriculum articulation, planning for staff in-service, library/media center resources, and work with the community on the new facility.
4. Activate the B.E.S.T. committee and set a regular schedule of meetings which allow time after school or in lieu of staff meetings to conduct school improvement training/planning.
5. Increase the library budget and/or identify supplemental or other funding resources to expand the current library recently printed and non-printed resources by 1,000 items during the next three years. Textbooks need to be consistently updated.
6. A new school facility is greatly needed. At a minimum, a new gymnasium is needed immediately.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Polacca School follows North Central Accreditation guidelines.

Standard XIII: Library/Media Program. Updated library materials are needed.

Standard XVI: Student Activities. Programs are needed.

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SAC & FOX SETTLEMENT SCHOOL

Minneapolis Area Office Grant/Day K-8 Candidate for State of Iowa Accreditation

Enrollment:

1990-91	79
1991-92	63
1992-93	70
1993-94	73

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	24.5	43.5	21.5
Grade 2	51.0	50.6	57.8
Grade 3	40.5	44.6	41.4
Grade 4	43.4	48.6	37.4
Grade 5	38.8	49.8	35.8
Grade 6	49.6	55.4	53.6
Grade 7	41.0	53.2	54.2
Grade 8	46.0	48.3	42.3

Daily Attendance: 93% (Good) **BIA CAT Average** – 39.0

Strengths:

1. Everything is in place for an outstanding school: good leadership; talented teachers; excellent programs, such as Gifted and Talented, Chapter 1, Cultural Instruction, and Special Education; supportive administration; and an overall strong cultural emphasis.
2. The cultural program successfully incorporates pride in culture with active student learning.
3. There is evidence of good cooperation between the faculty and administration. The administrative team provides strong leadership and helps create an atmosphere that allows risk taking and promotes change.
4. The support staff is helpful in accomplishing the overall goals of the school and has potential for undertaking additional responsibilities.
5. The school board supports the school's efforts by sharing information in the community and advocacy with the tribal council.
6. The Early Childhood program provides positive community outreach and services that support young families.

Major Improvements Needed:

1. The development of a plan to facilitate transition of Sac and Fox Settlement School into recipient schools (South Tama, Flandreau) would assist the reduction of the high drop out rate.
2. There is a need for additional supportive services for the children and families of the school. A tie into a Child Protection Team, counseling services, and social services would be of benefit to school families. It is also recommended that the school administration establish relationships with local resource providers such as IHS, universities, colleges, child study teams.
3. Planning to assure the coordinated implementation of curriculum and instructional programs would greatly assist in meeting the educational needs of students.
4. Greater involvement of students in decision making and positions of leadership and responsibility will strengthen the school community.
5. Training and inservice are needed in the area of Drug Alcohol prevention.
6. It is recommended that the School Board be more involved in the financial planning of the school and undertake responsibilities spelled out in P.L. 297.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Sac and Fox Settlement is a candidate for accreditation from the State of Iowa.
Presently, BIA standards not in compliance at Sac and Fox Settlement School:
Standard XIII: Library Media Program. Books and library materials need to be purchased.
Standard XIV: Textbooks. Updated textbooks need to be purchased.

WHITE SHIELD SCHOOL

Turtle Mountain Agency **Cooperative/Grant Day K-12** **State of North Dakota Accreditation**

Enrollment:

1990-91	143
1991-92	159
1992-93	170
1993-94	170

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	41.8		44.0
Grade 1	60.4	65.2	75.8
Grade 2	45.2	43.2	54.8
Grade 3	40.6	39.4	38.5
Grade 4	36.9	28.1	24.3
Grade 5	37.7	36.9	37.2
Grade 6	36.5	42.5	36.1
Grade 7	37.2	26.2	29.0
Grade 8	40.6	37.8	39.3
Grade 9	38.7	30.8	28.4
Grade 10	49.3	40.8	38.4
Grade 11	33.4	32.3	31.3
Grade 12	44.2	47.3	43.9

Daily Attendance: 93% (Good) **BIA CTBS Average** - 32.0

Strengths:

1. The Sahnish cultural curriculum with student tasks and outcomes is well conceived, utilizes cultural experts and is thorough in development.
2. Curriculum teams are working in instructional areas to take them from text-driven to whole language based curriculum with more relevant student assessment.
3. The special education program is excellent in terms of the IEP process, least restrictive environment, extended school year, parent involvement, assistive services and management.
4. The Business Office is competent, has achieved a clean audit and provides monthly fiscal reports to the administration and board.
5. White Shield School has developed a varied reward system to recognize student achievement e.g. gold slips for achievement in social and academic areas.
6. The library uses technology to allow students to access resources in the school library and at the state library.

Major Improvements Needed:

1. Define the purposes and policies of the alternative school as an integral part of the school program and improve the learning environment.
2. Continue developing the portfolio system to use authentic assessment to document student achievement of outcomes.
3. Establish a school effectiveness team to improve parent involvement in planning, staff/parent activities and parent education in helping their students.
4. Develop fair and competitive hiring and compensation guidelines to obtain, develop, retain and motivate a quality staff.
5. Provide inservice and resources to all instructors to facilitate incorporation of the Sahnish curriculum into all instructional areas.
6. Develop a plan for computer assisted learning for current technology and acquisition of future technology that includes outcomes and is integrated into the overall curriculum.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

White Shield School follows the State of North Dakota guidelines and has been accredited with commendation and all standards are met for the 1993-94 school year at the elementary and secondary levels.

YAKIMA TRIBAL SCHOOL

Portland Area | Grant Day 7-12 | State of Washington Accreditation

Enrollment:

1990-91	49
1991-92	45
1992-93	72
1993-94	92

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 7	29.5	29.9	21.2
Grade 8	23.8	29.1	24.2
Grade 9	30.6	35.8	27.7
Grade 10	24.4	35.4	29.6
Grade 11	34.7	37.9	40.9
Grade 12	35.5	29.0	38.7

Daily Attendance: 70% (Poor) **BIA CAT Average** – 39.0

Strengths:

1. The overall climate of the Yakima Tribal School is very positive; staff and students exhibit self-respect and a substantial respect for others, consistent with the cultural priorities of the Yakima Nation and tribe.
2. The cultural climate of the school is observable throughout the entire organization and is substantially supported by school policy (Yakima language and culture as required coursework), school staff and students, and the governing authority of the school.
3. The school employs a creative, competent, respectful, committed, and caring staff, as evidenced by survey outcomes and observation of monitoring and evaluation team members.
4. The school administration, including support staff, are certified, competent, and knowledgeable team members who also possess knowledge of BIA, Contract, and Grant school operations, policies, and procedures.
5. The staff of the Yakima Tribal School, based on observation and interview, are responsive in their ability and capability to address student, staff and overall school needs.
6. The basic education program of the school has integrated concepts of Tribal sovereignty, land base, values, treaties, treaty rights, language, culture, and other concepts as basic learning requirements of the school, including requirements for graduation from high school.

Major Improvements Needed:

1. Implement a process whereby the current philosophy can be studied and reviewed by staff, students, parents, the governing authority, and other community members, and restructure and/or revise the current philosophy so that a brief mission or vision statement can be created that is reflective of the overall purpose of the Yakima Tribal School.
2. Design and implement a comprehensive data and information acquisition, analysis, use, and reporting system designed to complement a developed school improvement plan. Report student data (enrollment; attendance; drop/transfer; other) as well as accomplishments/needs on a consistent basis.
3. Expand planning and networking activities with the expansive number of programs and services that are available through the Yakima Indian Nation (higher education; vocational education; other).
4. Develop a referral, assessment, and identification process that is culture-based to expand the existing, restricted definition of giftedness/talentedness, and implement established activities to expand services to the large number of gifted/talented Yakima Tribal School students and also as an effective method of improving attendance.
5. Consider having regular and separate school board meetings to expand parent involvement in the school, and to provide an adequate amount of time to focus upon school issues, needs, business, planning, etc.
6. Conduct a review of area teacher salaries and fringe benefits and a review of those similar items at the Tribal School; identify and issue for review any recommendations for consideration by the Tribal governing authority that result from consultation with teachers.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Yakima Tribal School follows the State of Washington guidelines.
Yakima Tribal School has met all standards.

TATE TOPA COMMUNITY SCHOOL

Sisseton Agency | Grant Day K-8 | State of North Dakota Accreditation

Enrollment:

1990-91 412
1991-92 411
1992-93 451
1993-94 464

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	37.5		52.7
Grade 1	28.6	27.6	35.7
Grade 2	33.1	34.8	42.6
Grade 3	31.1	25.0	34.3
Grade 4	29.1	26.7	23.6
Grade 5	25.1	23.4	21.7
Grade 6	24.0	21.7	19.7
Grade 7	29.8	21.8	21.2
Grade 8	37.3	31.4	27.2

Daily Attendance: 88% (Below Average) **BIA CTBS Average** – 32.0

Strengths:

1. The school plant is attractive and well-equipped.
2. The school has a concerned staff who care about the learning and welfare of their students.
3. The staff is seeking effective methods for incorporating local Tribal history and cultural instruction into the K-8 curriculum.
4. The school has an attractive, well-stocked library with many current materials and computer equipment which is made available to students and staff.
5. The school conducts an annual comprehensive school assessment and planning process in consultation with students, staff, community, and parents; this annual evaluation considers all aspects of school effectiveness, and a school improvement plan is developed to address identified needs.
6. The administrative structure provides staff with access to educational leaders including principal, CEO/principal, and other administrative resource people.

Major Improvements Needed:

1. There is an urgent need for both the elementary and high school boards to coordinate efforts and resources to provide a more conceptualized and articulated K-12 educational experience for students.
2. The Tate Topa Elementary School and Four Winds High School need to develop a K-12 cultural curriculum which will allow students with an improved transition from Jr. High to High School; the development of a revised vision statement to guide the total K-12 program in the facility would serve as a positive beginning point for this articulation.
3. The school needs to make a more concentrated effort to recruit more Native American professionals and support personnel; current Native American certified staffing is 19.1% of the total certified personnel.
4. Develop a system where the academic transition for eighth grade students into high school is more effective; revision of a K-12 vision statement and curriculum alignment are suggested beginnings.
5. Conduct follow-up on facility air quality, lighting, and additional space needs to improve the overall physical climate of the school, through an FI&R or other resource and process.
6. Conduct periodic sharing and information sessions between the total staff and administration of the school to discuss educational trends, needs, methodologies, outcomes of research on effective learning and teaching strategies, and other sessions that address the needs of students.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Tate Topa School follows the State of North Dakota Accreditation guidelines.
Tate Topa is accredited with accommodation (highest level) by the North Dakota Department of Public Instruction.

CROW CREEK RESERVATION HIGH SCHOOL

Crow Creek Agency Grant/Boarding 7-12 State of South Dakota Accreditation

Enrollment:

1990-91	214
1991-92	225
1992-93	234
1993-94	223

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 7	35.5	36.6	38.6
Grade 8	35.1	30.7	38.7
Grade 9	31.8	37.2	33.5
Grade 10	34.4	37.2	44.1
Grade 11	40.3	30.7	43.2
Grade 12	35.6	36.9	40.0

Daily Attendance: 89% (Average) **BIA SAT Average** – 32.0

Strengths:

1. The superintendent and principal are providing effective and committed instructional leadership at the high school and are open to new strategies to improve the delivery of high quality educational services at the school.
2. The administration, staff and students are concerned about providing a better academic and residential facility and programs to increase the student's basic happiness in enjoying a safe, healthy and caring environment.
3. There is exemplary evidence of student awards and motivation opportunities for high achievement and the rewarding of good behavior.
4. Many teachers and staff are innovative in making their classrooms relevant for Indian students.
5. The school has developed a philosophy of education, as contained in the Parent-Student Handbook and in the Crow Creek High School Procedures Employee Handbook.
6. Students are given opportunities for leadership within the school.

Major Improvements Needed:

1. It is recommended that the school seek technical assistance in the formulation of a new educational mission statement to include the direct participation of the following groups: Crow Creek Tribal Council-School Board, school administration, teachers, non-certified staff, classified staff, students, and parents.
2. It is recommended that the school seek technical assistance to formulate a "Comprehensive Educational Needs Assessment"; furthermore, it is recommended that the school identify a "School Improvement Plan", which should include specific timelines and target dates.
3. It is recommended that several committees be established to include administration, staff, students, parents, community, and the school board to address the academic and social needs of the school and dormitory; for example, a team approach for better communication on student policy input.
4. It is recommended that a concerted effort be made to increase conferences prior to a major sports event and issue free tickets to parents attending the conference.
5. It is recommended that Indian professional and support staff be utilized to provide in-service training on Native culture, cross-cultural awareness, and to identify conditions and needs.
6. It is recommended that the school board and administration pursue a new school facility.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Crow Creek Reservation High School follows the State of South Dakota guidelines.
Crow Creek Reservation High School has met all standards.

BIA DORMITORY STANDARDS COMPLIANCE VALIDATION

General Provisions: Orientation on transition from elementary to high school needs to be provided.
Homeliving: Paraprofessional staff are not always on duty. The Homeliving Specialist has to cover. Need two more dorm aides.
Space and Privacy: Overcrowded dormitory conditions. Need an additional dormitory for 80 students.

HAVASUPAI SCHOOL

Hopi Agency | Contract Day K-8 | BIA Standards

Enrollment:

1990-91 76
1991-92 88
1992-93 89
1993-94 90

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	23.9	31.0	24.9
Grade 1	11.8	25.1	18.4
Grade 3	21.9	16.9	24.3
Grade 4	30.8	36.5	34.0
Grade 5	17.3	17.8	19.7
Grade 6	18.3	20.3	18.0
Grade 7	25.6	21.0	29.3
Grade 8	23.5	27.5	31.0

Daily Attendance: 82% (Below Average)

BIA CTBS Average – 32.0

Strengths:

1. The prominence that the Havasupai language has in the school is a definite strength that should continue to serve as a strong foundation of instruction. Havasupai is spoken among children in and out of school.
2. The principal has been at Havasupai School for three years. He is recognized as a caring person who understands the special nature of the school and the community it serves.
3. The Havasupai Tribe's philosophy and desire to train Havasupai teachers is important in establishing a high quality instructional program that will provide continuity and relevance for the community as their students face the challenges of furthering their education.
4. A Writing Program, while facing the challenges of a changing staff of teachers, has produced student authors whose books are housed in the school library and read by fellow students.
5. The Enrichment Clubs concept/model is one that is easily transportable to other schools the size of Havasupai.
6. While isolation might not be viewed as a strength, Supai in Havasupai Canyon provides a living laboratory for science and technology, language experience, economic development.

Major Improvements Needed:

1. The school board and school staff should explore accreditation and teacher certification standards for the State of Arizona and follow the criteria established for Effective Schools.
2. The Havasupai Tribal Council should explore grant status for their school.
3. A formal partnership should be established with a degree-granting institution in order to develop a teacher certification program for the associate teachers and teacher aides who wish to become teachers.
4. There should be an annual cultural/language orientation for new teachers prior to school commencement. Until Havasupai teachers are trained and certified, aspects of Havasupai culture and its influence on learning styles must be assessed and serve as a foundation for instruction.
5. The curriculum and instruction of the school should take advantage of the canyon and the culture. Havasupai elders are among the best resources for integrating the culture and its surroundings into curriculum development and instruction.
6. There must be time for the principal to be an instructional leader.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Havasupai School follows BIA standards.

Standard VII: Elementary Instructional Program: Need to hire a fine arts teacher.

Standard VIII: Jr. High Instructional Program: Need to provide Lab/vocational needs.

Standard XV: Counseling Services: Need to hire part-time counselor.

Standard XVI: Student Activities: Program change needed and report supplied to ASE.

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KICKAPOO NATION SCHOOL

Oklahoma Office | Grant/Day K-12 | NCA Accreditation

Enrollment:

1990-91	70
1991-92	74
1992-93	102
1993-94	90

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	52.0	56.0	52.0
Grade 2	43.0	45.0	45.0
Grade 3	41.0	40.0	36.0
Grade 4	47.0	40.0	45.0
Grade 5	42.0	39.0	44.0
Grade 6	45.0	45.0	45.0
Grade 7	37.0	24.0	41.0
Grade 8	46.0	44.0	45.0
Grade 9	30.0	34.0	34.0
Grade 10	38.0	38.0	47.0
Grade 11	41.0	37.0	32.0
Grade 12	51.0	38.0	35.0

Daily Attendance: 88% (Poor)

BIA CTBS Average – 32.0

Strengths:

1. The Kickapoo Nation School provides a pleasant and comfortable environment for the staff and students. The school atmosphere is friendly and pleasing.
2. The school has developed a commendable art instruction program. The classes reflect a strong Indian orientation and are staffed with capable instructors, including graduates of the school program.
3. The school has reliable data reports which provide a strong basis for developing an Effective Schools program and for prioritizing the direction to be taken in a program improvement plan.
4. The school has an adequate budget for its current student enrollment. The school does a good job of gaining outside federal, state, and project funds.
5. The school provides a wide array of secondary courses, both basic academics, advanced academics and exciting electives.
6. The school has excellent cooperation between regular education, Chapter 1, Bilingual, TAG and Special Education. There has been a great deal of effort made to mainstream many special education students and to provide assistance in the regular classroom.

Major Improvements Needed:

1. All policies should be developed with the input and involvement of the school board, administration and faculty. The enforcement of all policies should be fair and predictable.
2. The current administrative structure should be re-examined and re-evaluated. Clarification of the responsibility and accountability needs to be made between the superintendent, principal, the multi-disciplinary staff person, the counselor and the elementary head teacher.
3. The board and administrative staff should re-examine the utilization and expenditure of all of its human resources.
4. School officials should conduct a thorough assessment of current and former tribal students and students who attend public schools that would focus in on why some students prefer to attend public and other schools other than Kickapoo Nation School. These opinions and data could lead to adjusting the school program so that enrollment would increase. The research should also include an assessment of why attendance is low for similar purposes.
5. Although faculty exhibit a strong commitment to teaching, the school should work to increase the variety of teaching strategies, increased student involvement, and use of computers in instruction.
6. The school should improve communications and relationships with the Tribal Council, the school board and the community through sharing of positive activities and student achievement.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Kickapoo Nation School follows North Central Accreditation guidelines.

Philosophy/Mission: Additional funds and work are needed in this area.

Curriculum Development Process: Need to develop Vocational/Technical as well as music instruction.

Library/Media Program: Funds are needed to purchase additional books.

Counseling Services: Elementary school needs guidance and counseling services.

LUMMI HIGH SCHOOL

Portland Area | Grant Day 9-12 | State of Washington Accreditation

Enrollment:

1991-92	22
1992-93	31
1993-94	49

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 9	15.5	21.5	17.9
Grade 10	32.0	37.3	33.2
Grade 11	33.2	37.8	34.8
Grade 12	27.2	32.3	29.2

Daily Attendance: 70% (Poor) **BIA CAT Average** – 39.0

Strengths:

1. Lummi High School is a small grant school in its infancy with a cohesive faculty/staff, students and parents that have a caring attitude about the school.
2. With the limited resources available at the school, faculty and staff are using various teaching approaches to meet the needs of Lummi High School students.
3. The Lummi Indian Business Council should be commended for securing the finances to construct a new high school modular to meet the facility needs of the Lummi High School.
4. Teachers have a deep caring attitude about their students.
5. The Lummi Education Plan and Education Commission approved by the Lummi Indian Business Council in 1993 is commendable.
6. A strong bonding attitude between the faculty, staff, students and community on the Lummi Indian Reservation is evident in the Lummi High School.

Major Improvements Needed:

1. A School Improvement Plan should be developed immediately to further the strengths and correct the weaknesses/recommendations found in the monitoring and evaluation report.
2. The school board must take an active role in the governance of the Lummi High School through regular scheduled monthly meetings. Their authority over personnel, budgeting, staffing, policies, etc. should be implemented immediately.
3. A written curriculum should be developed, pilot-tested, refined and adopted. Lummi culture should be integrated into all aspects of the curriculum and be based on student performance outcomes.
4. Specific school activities and policies should be developed and implemented to improve student attendance, retention and achievement.
5. Staff/faculty retention and attrition rates were very high between 1991-93 and every effort should be made to retain qualified staff. Comparable salary schedules to the public school system, in-service training opportunities, classroom materials, textbooks and professional faculty/staff library are needed.
6. Accreditation standards not met should be met as quickly as resources come available in the future.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Lummi High School follows the State of Washington guidelines.

Administration Requirements: Written enrollment and attendance policies are needed.

Program Needs Assessment: Comprehensive needs assessment needs to be conducted.

Secondary Instructional Program: Implement a Driver's Education Program.

Library/Media Program: Need to develop a Library program.

Textbooks: Need to purchase additional textbooks.

Counseling Services: Need to hire a certified counselor.

Student Activities: Student Activity Plan needs to be developed and implemented.

MARTY INDIAN SCHOOL

Rosebud Agency Grant/Boarding K-12 State of South Dakota Accreditation

Enrollment:

1990-91	272	83 dorm
1991-92	273	92
1992-93	310	99
1993-94	294	89

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	46.9	38.3	50.9
Grade 2	39.6	38.3	60.0
Grade 3	40.4	43.2	40.7
Grade 4	32.8	25.4	32.3
Grade 5	35.1	35.6	38.2
Grade 6	43.0	38.9	39.6
Grade 7	50.9	46.9	42.5
Grade 8	44.0	47.5	39.5
Grade 9	40.3	40.2	41.5
Grade 10	42.1	47.8	46.8
Grade 11	46.8	46.8	48.6
Grade 12	48.5	46.8	48.6

Daily Attendance: 93% (Good) **BIA CAT Average** – 39.0

Strengths:

1. The school stakeholders have high expectations for staff and students.
2. Within departments, staff work in a collaborative environment.
3. The school allows instructional flexibility.
4. The records management for all departments is exceptional.
5. The school's recognition and reward programs for all programs, staff, and students are commendable.
6. The recent stability of staff and number of qualified staff provide an excellent environment for learning.

Major Improvements Needed:

1. The school needs to re-visit the school improvement process using Effective Schools Research.
2. The school needs to complete a comprehensive needs assessment.
3. The school needs to develop an inter-departmental communications process.
4. The school needs to look at their organizational structure and position responsibilities.
5. The school needs to develop a comprehensive staff development plan for all staff.
6. The school needs to work toward making the library a resource center for the community, staff and students.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Marty Indian School follows the State of South Dakota guidelines.
Marty presently meets all standards.

PIERRE INDIAN LEARNING CENTER

Cheyenne River Agency Grant/Boarding K-8 State of South Dakota Accreditation

Enrollment:

1990-91	166
1991-92	131
1992-93	150
1993-94	183

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	52.4	53.4	54.8
Grade 2	27.1	22.0	22.9
Grade 3	13.6	20.8	19.0
Grade 4	24.9	26.7	18.4
Grade 5	32.0	27.4	15.8
Grade 6	25.3	30.3	18.4
Grade 7	19.5	22.6	19.5
Grade 8	20.2	21.3	20.2

Daily Attendance: 93% (Good) **BIA SAT Average** - 32.0

Strengths:

1. There is a positive school climate as demonstrated in the facilities, grounds, and attitude of the people who work at Pierre.
2. There are positive relationships between and among the board, administration, staff, students, parents/community.
3. Leadership of the academic and residential programs is strong and committed to excellence.
4. There is a stable professional, caring academic staff.
5. Attitudes of the staff reflect continued efforts toward improvement in developing curriculum and instruction that is culturally relevant.
6. There is a committed, caring residential staff and a well-balanced recreational program.

Major Improvements Needed:

1. The three major components (academic, counseling, and residential) need to communicate, collaborate and cooperate.
2. Curriculum and instruction need to reflect cultural heritage of students in a comprehensive, interdisciplinary way.
3. The relationship between/among teaching methodologies, curriculum, and class schedules needs to be examined in order to implement effective schools characteristics such as cooperative learning, whole language, and thematic units.
4. Staff development regarding Indian history, culture, language, principles of sovereignty, and self-determination needs to be implemented. Residential staff also need staff development regarding child psychology, human growth and development.
5. Study the allocation of time and human resources when there appears to be a ratio of 1.7 students to 1 adult staff person in the overall staffing and membership of Pierre Indian Learning Center.
6. Examine the economic/business and community partnerships that can be developed between Pierre Indian Learning Center and the cities of Pierre and Fort Pierre.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Pierre Indian Learning Center follows the State of South Dakota guidelines.
Standard XIII: Library Media Program. Books and library materials need to be purchased.
Standard XIV: Textbooks. Updated textbooks need to be purchased.

TONALEA DAY SCHOOL

Western Navajo Agency | BIA Day K-8 | NCA Accreditation

Enrollment:

1990-91	288
1991-92	289
1992-93	297
1993-94	291

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade K	21.0		33.0
Grade 1	15.0	26.0	22.0
Grade 2	25.0	32.0	38.0
Grade 3	25.0	27.0	20.0
Grade 4	21.0	39.0	19.0
Grade 5	22.0	36.0	27.0
Grade 6	24.0	38.0	28.0
Grade 7	24.0	37.0	30.0
Grade 8	27.0	39.0	32.0

Daily Attendance: 94% (Good)

BIA CTBS Average - 32.0

Strengths:

1. Curriculum improvements over the past five years in the areas of mathematics, science, and language arts are providing students with a better education.
2. Local Navajo staff, including teachers, provide a stable work force and help tie the school to the community.
3. The school's activity program keeps students in school and gives them alternatives to drugs, alcohol, and other anti-social activities.
4. The school's gifted and talented program supports the needs of the academically talented students.
5. The school's drug and alcohol programs develop students' self concept and discourage abusive behavior.
6. The foster grandpareat program and other community support of the school helps make Tonalea School the community's school.

Major Improvements Needed:

1. Conduct a comprehensive needs assessment, develop school vision and mission statements from that assessment, and build a strategic long range school improvement plan based on that assessment. This can be done as part of the NCA re-accreditation process. The school should maintain its North Central Association accreditation.
2. More work needs to be completed on curriculum revision to make it less remedial and to integrate Navajo culture.
3. Improve communication internally and with the community. A regularly published student written school newspaper as recommended in the last NCA accreditation study would help this process.
4. Encourage a more involved school board and community. Offer more parent training through the Title V Assistance Center and other agencies.
5. Calculate enrollment trends and evaluate space at the school to provide better utilization. Begin work to justify remodeling and additional construction.
6. Pursue the idea of mini-classes in the junior high to provide a stronger pre-vocational program including home economics, wood shop, music, arts, and crafts.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Tonalea School follows Navajo North Central Accreditation guidelines.
Tonalea School presently meets all standards.

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WINGATE HIGH SCHOOL

Eastern Navajo | BIA Boarding 9-12 | Navajo NCA Accreditation

Enrollment:

1990-91	577	549 (Dorm)
1991-92	611	571
1992-93	663	596
1993-94	717	623

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 9	27.8	36.1	35.3
Grade 10	35.0	41.3	38.9
Grade 11	29.8	39.2	39.8
Grade 12	31.1	35.4	39.4

Daily Attendance: 91% (Average)

BIA CTBS Average - 32.0

Strengths:

1. Wingate High School has a stable and competent school administration.
2. The school has a stable staff that are involved in long term planning at the school. Wingate is a pilot school for the Bureau's Effective Schools initiative.
3. There is an excellent professional relationship between the school board and school administration characterized by respect and acknowledgement of division of responsibilities over policy and day-to-day operations of the school.
4. Wingate High School has a number of admirable special programs, including peer tutoring, drug and alcohol, peer counseling, AISES, JROTC, wilderness, vocational, and college credit programs.
5. The dorm program for students is commendable. Wingate High School dorms resemble college dorms.
6. The school provides a warm, positive, clean, orderly, structured safe-haven for students .

Major Improvements Needed:

1. The school needs to work more to integrate Navajo and Indian studies into the curriculum, including traditional values of respect, honesty, pride, and so forth.
2. The veteran teaching staff need some renewal, including more training and access to computers and more training in content area ESI, (sheltered English) and bilingual education.
3. Interdisciplinary team approaches to instruction need to be encouraged.
4. More student work needs to be on display in classrooms, halls, and dormitories.
5. The school needs to upgrade its vocational program to be more in balance with its academic program so that all students will be better served. Non-college prep subject area courses and content need to be integrated into vocational courses.
6. A concerted effort needs to be made to catch up on the extensive amount of deferred maintenance around the school, especially in the dorms.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Wingate High School follows Navajo North Central Association Accreditation guidelines.
Wingate High School presently meets all standards.

BIA DORMITORY STANDARDS COMPLIANCE VALIDATION

The Wingate High School dorms comply with all BIA dormitory standards.

CRAZY HORSE SCHOOL

Pine Ridge Agency | Grant/Day K-12 | State of South Dakota Accreditation

Enrollment:

1990-91 280
1991-92 319
1992-93 312
1993-94 350

Total Battery Test Scores in NCE's:

GRADE	READ	LANG	MATH
Grade 1	29.6	27.2	33.5
Grade 2	21.5	12.4	16.8
Grade 3	28.2	28.9	23.3
Grade 4	26.3	25.1	20.1
Grade 5	24.0	25.3	20.7
Grade 6	26.3	29.7	28.6
Grade 7	26.0	24.3	36.0
Grade 8	24.8	25.3	23.6
Grade 9	20.6	16.1	25.4
Grade 10	25.5	24.7	18.5
Grade 11	32.7	31.3	22.4
Grade 12	38.7	33.8	29.7

Daily Attendance: 72% (Poor)

BIA Stanford Average - 32.0

Strengths:

1. The Crazy Horse School Board and Management Team's promotion of innovative educational programs for students is to be commended.
2. The school has a Self-Concept Program for elementary students.
3. The school is working to put more Lakota cultural instruction in the classroom.
4. The Special Education Program is carefully managed and has a strong staff.
5. An all-school retreat was held to develop the school's mission and vision statements.
6. The school participates in the South Dakota School Report Card program.

Major Improvements Needed:

1. The Management Team needs to work on developing better communication within the school and with the community.
2. The Crazy Horse School Board and Management Team need to clearly define administrative accountability with job descriptions for the Management Team and an organizational chart.
3. The school needs to develop a coordinated Lakota Curriculum as part of their regular curriculum and are encouraged to seek the assistance of the Oglala Tribal Education Department, other reservation schools, and the Oglala Lakota College in this effort.
4. Teachers need copies of their contracts in a timely manner. This and other standard school procedures need to be carried out in a timely manner.
5. The Crazy Horse School Board and Management Team need to be more judicious in adoption of educational innovations. Effective schools research and the team encourages the prioritizing of needs based on a comprehensive needs assessment and having staff focus on the areas of greatest need based on that prioritization.
6. The school needs to promote recreational opportunities for students. The school needs to fix its swimming pool and make playground improvements to maximize these opportunities.

ACADEMIC STANDARDS COMPLIANCE VALIDATION

Crazy Horse school follows the State of South Dakota Accreditation guidelines.
Crazy Horse school presently meets all South Dakota Accreditation standards.